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IMPROVED EDUCATIONAL SERVICES IN SELECTED SPECIAL SERVICE ELEMENTARY AND JUNIOR HIGH SCHOOLS.

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THIS REPORT IS AN EVALUATION OF A PROGRAM WHICH PLACED SUPPLEMENTARY PERSONNEL, SUPPORTED BY SUPPLIES AND EQUIPMENT, IN SELECTED ELEMENTARY AND JUNIOR HIGH SCHOOLS TO UPGRADE EDUCATION IN DISADVANTAGED AREAS. THESE SPECIAL SERVICE SCHOOLS WERE CHARACTERIZED BY HIGH PUPIL AND TEACHER MOBILITY, HIGH PERCENTAGE OF NON-ENGLISH-SPEAKING PUPILS, LOW ACADEMIC ACHIEVEMENT, POOR READING, AND POOR PUPIL DISCIPLINE. THE EFFECTIVENESS OF THE EXTRA PERSONNEL WAS INVESTIGATED THROUGH QUESTIONNAIRES, OBSERVATION, INTERVIEWS, AND ANALYSIS OF PUPIL PERFORMANCE ON STANDARDIZED TESTS. THE ACTIVITIES EVALUATED INCLUDE A CLUSTER PROGRAM, GUIDANCE SERVICES AND CLASSES, CITIZENSHIP CLASSES, AND ART AND MUSIC PROGRAMS. THE EFFECTIVENESS OF THE SPECIAL PERSONNEL IN THESE PROGRAMS IS DISCUSSED. RECOMMENDATIONS ARE MADE AND SOME EVALUATION INSTRUMENTS ARE INCLUDED. (AF)

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IMPROVED EDUCATIONAL SERVICES IN SELECTED SPECIAL SERVICE ELEMENTARY AND JUNIOR HIGH SCHOOLS

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Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

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Chapter I

INTRODUCTION

Objectives of Evaluation

The objective of this study was to evaluate the effectiveness and achievements of the Improved School Services Program during the 1966-67 academic year. This program has been in operation for the past two years in selected New York City schools.

The selected public schools participating in the program are known as Special Service schools. There were 207 elementary and 24 junior high schools participating in the Improved Services Program during 1966-67. Special Service schools are selected by means of a complex formula based on the number of children receiving free lunches, degree of teacher pupil transiency, reading and mathematic scores, and the number of non-English speaking children enrolled.

The Improved School Services Program was designed to improve the quality of education and related educational services available to the students in selected elementary and junior high schools -- from so-called culturally and economically disadvantaged backgrounds.

The chief objectives of the program were:

a) to raise the levels of academic achievement of these children;

b) to improve their emotional stability and foster better social adjustment;

c) to improve the children's general attitude and their self-image;

d) to provide for them specially suited and culturally enriched educational programs.

These objectives were to be implemented by providing more teaching and special service personnel to the participating schools.

The goals of the evaluation were to determine (1) to what extent the academic achievement of children participating in the program had improved during the past year as reflected in reading achievement scores, (2) the effect of additional teaching personnel on the quality and creativity of the education offered to these participating schools, and (3) the effect of additional service personnel on the pupils' attitudes and behavior.

Evaluation Design

The evaluation utilized several research techniques for data gathering:

a) structured questionnaires administered to the participating schools' principals;

b) analysis of reading achievement scores of a sample of the pupil population based on the pre and post scores of the Metropolitan Achievement Test;

c) in-class observation by trained expert observers;

d) additional open-ended interviews with administrative and teaching staff, and with guidance personnel involved in the program;

e) observation and evaluation of effectiveness of instruction in subject areas studied - i.e., reading, music, and art;

f) ratings of specific aspects of the classrooms and schools observed.

The Sample

Written questionnaires were obtained from 170 principals of participating schools - out of a total of 231 Improved Educational Services schools in New York City.

A total of 55 schools were selected at random for more intensive study. Negro and Puerto Rican students together constituted about 90 per cent of the schools' population.

The cluster program was observed in 24 sample schools; Guidance services were observed in 15; Junior Guidance classes in 5; Citizenship Education classes in 5; the music and art programs in 25 schools.* In addition, October 1966 and April 1967 Metropolitan Achievement Test scores were analyzed for nine representative schools.

The sample schools were visited by observers specializing in the disciplines studied, and personal interviews were conducted with the teaching and administrative staff involved in implementing the program. Each school was visited at least for one school day by each specialist.

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*When totaled, the number of schools adds to 74- however, 19 of the schools were visited by two evaluation teams. The actual number of schools visited is 55.

Chapter II

RESULTS OF PRINCIPALS' QUESTIONNAIRE

During the latter part of March 1967 questionnaires were mailed to all (231) principals of such schools. Completed replies were received from 151 elementary and 19 junior high school principals.

The questionnaire covered a variety of areas of the project's functions. Specifically, the principals were asked to describe: (1) their participation in program planning; (2) their evaluation of the manners in which the additional personnel were utilized and the contribution of those additional personnel to the general education of the students in their school; (3) their suggestions for future programs and their criticisms of the present program.

Scales were designed to help principals make comparative estimates of the changes effected by the additional personnel. All scales ranged from 1 to 5, with 3 as the standard mean. A rating of 1 indicated little influence or change and a rating of 5 indicated great influence or change.

Principals' Involvement in Program Planning

In response to the question, "Were you asked to participate in the joint planning of this or any other federally funded program beyond specifying individual needs?" all of the principals replied in the negative.

Furthermore, a considerable number of the principals indicated that they were appraised of their involvement in the program only when the evaluators asked to visit their school for the purpose of observing the program. Most of the principals indicated that they very much would want to participate as joint planners of future programs, in order that they might be able to make known the specific needs of their school to the Board of Education.

The principals were asked to evaluate the effect of additional personnel on various areas of school functioning, such as teacher morale, pupils' academic achievement, behavior and attitudes, teaching techniques, and curriculum.

The majority of the principals were neutral or moderately positive in their appraisal. Specifically, their evaluations were as follows:

Principals' Evaluation of Effect of Additional Personnel on Teachers and Pupils

1. Teacher Morale

The great majority of the principals felt that the additional personnel helped considerably to raise teacher morale in their schools. On the whole, elementary school principals were more positive in their evaluation of this aspect than junior high school principals.

The most commonly cited reason for the improvement in teacher morale was that the additional personnel, namely aides and cluster teachers, relieved the pressure on other teachers. Specifically,

teachers were relieved of some routine and administrative duties and were able to benefit from more preparation periods.

In elementary schools a high percentage of principals mentioned the music and art enrichment programs as being of most benefit to the children and most appreciated by teachers. Principals generally evaluated teacher morale highest where specialists were assigned. These specialists were seen as being of great assistance to new teachers not capable of giving instruction in special areas, such as art, music or health education. Some principals also mentioned that guidance counselors were helpful in supporting the programs of Citizenship and Junior Guidance classes. Citizenship Education classes (which were part of the Improved Services Program) were considered as helping teacher morale by reducing discipline problems. Some principals anticipated that the improvement in morale would be reflected in lower teaching personnel turnover in September.

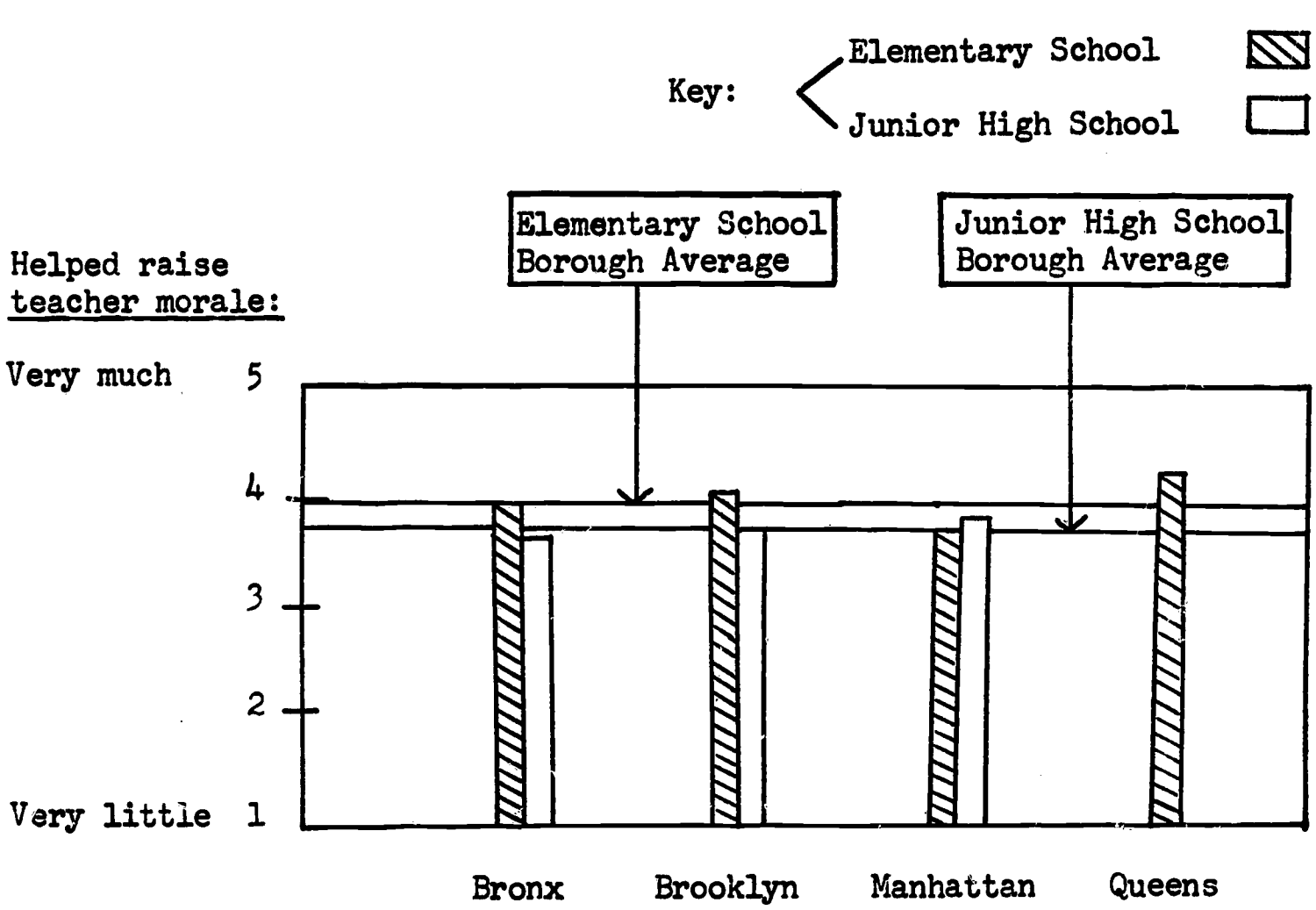
Proportionately fewer junior high school principals felt that additional personnel raised teacher morale in their schools, largely because about one third of them did not feel that they had additional personnel. To quote one principal, "Teacher morale has not been materially affected by Title I expenditures..., since our school would be entitled to the same personnel from the Board of Education budget." Another principal pointed out that he received only staff for positions to which his school was entitled under the UFT union agreement.

Among the junior high principals who felt that additional person-

nel had helped raise teacher morale, most credited the additional preparation time, lower class registers and fewer disciplinary problems (since initiation of citizenship classes) and a decrease in clerical and nonteaching chores with affecting this improvement. Table 1 summarizes this data by type of school and by borough.

TABLE 1

DEGREE OF IMPROVEMENT IN TEACHER MORALE
DUE TO ADDITIONAL PERSONNEL



2. Adaptation of New Activities and Programs

On the average, both elementary and junior high school principals reported that the additional personnel assigned provided them with a modicum of freedom to adapt new activities or programs in their schools.

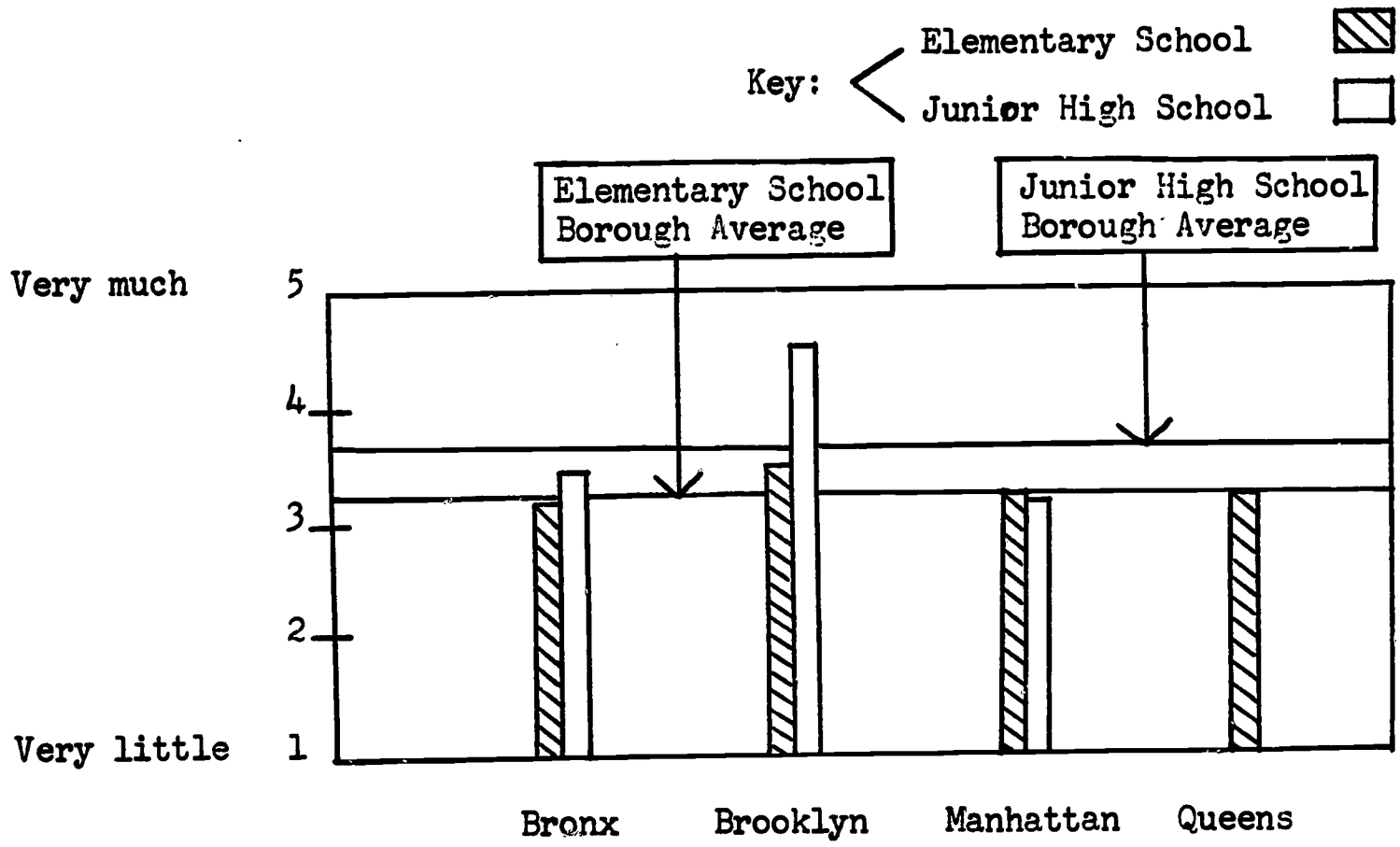
Only a small proportion at the elementary level reported that the personnel and materials provided were insufficient to attempt any innovations, while two junior high school principals replied that the "added" personnel were in effect "relief in accordance with UFT program" and merely permitted the school to "keep our heads above water."

The majority who reported that additional staff did permit some innovations in programs mentioned the following: (1) field trips to broaden the children's horizons, (2) small group instruction for non-English speaking children, (3) experience with foods of various cultures, (4) experimental skill enrichment program, (5) new activities to improve reading ability, (6) innovations in the use of laboratory programs and science equipment, (7) introduction of vocal and instrumental music programs, (8) introduction of career and small group guidance programs.

Several principals listed increases in certain activities and programs in this category - naming increased health instruction and increased remedial reading periods. This data is summarized in Table 2 on the following page.

TABLE 2

DEGREE TO WHICH ADDITIONAL PERSONNEL PERMITTED ADAPTATION OF NEW ACTIVITIES AND PROGRAMS



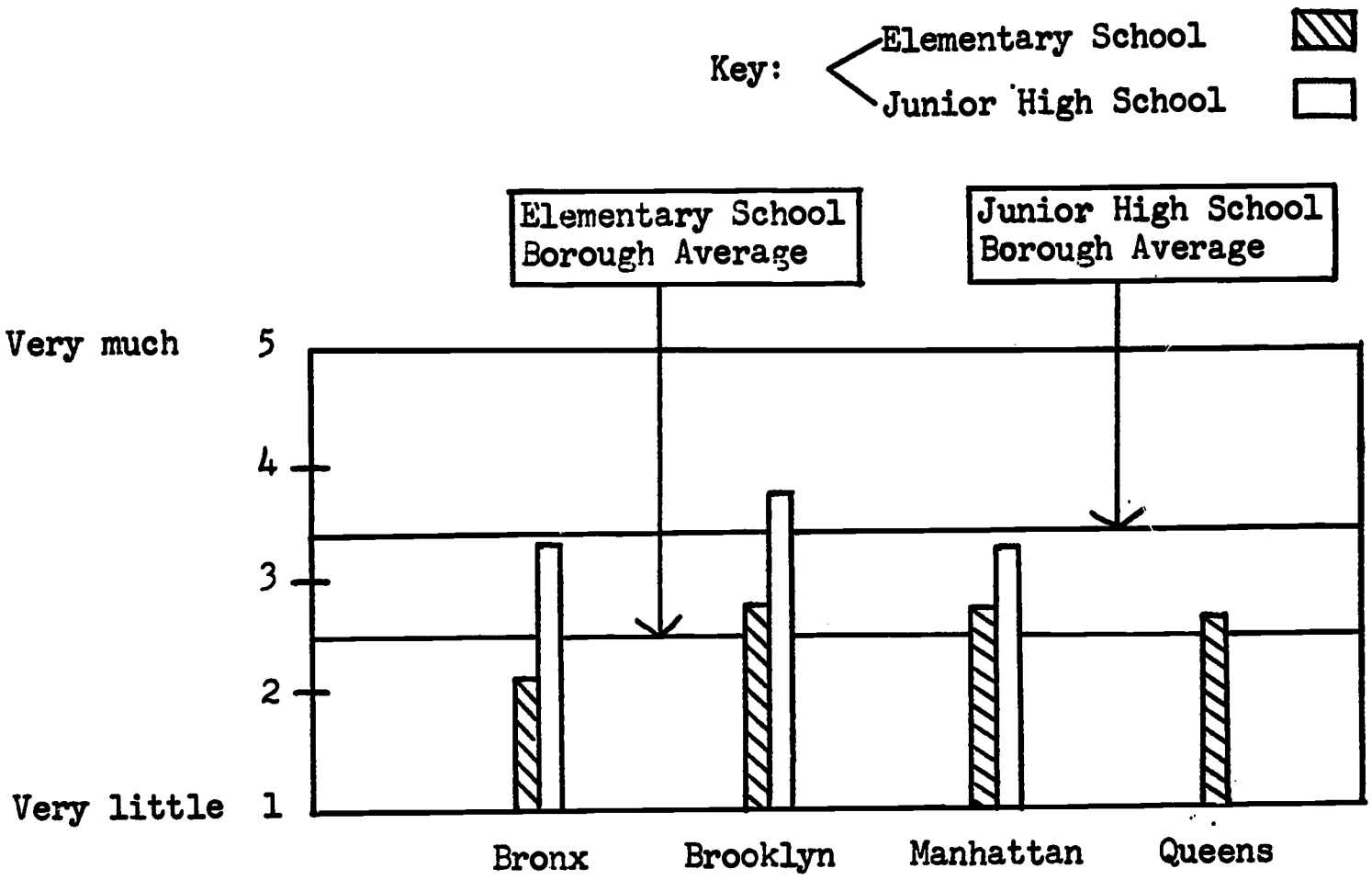
3. Development of New Curriculum and Teaching Methods

On the whole, principals felt that the additional personnel had little, if any, effect on curriculum change or development (see Table 3).

There is some indication, moreover, that some principals do not perceive that curricular change or experimentation were within their province. This impression was created by such comments as "...new curriculum development was not a purpose as we understood it," ...the "...curriculum is fixed and citywide" (implying that the development of curriculum was not possible under this framework), and "we do not develop new curricula. This is developed at the Board of Education."

TABLE 3

DEGREE TO WHICH ADDITIONAL PERSONNEL PERMITTED DEVELOPMENT OF NEW CURRICULUM



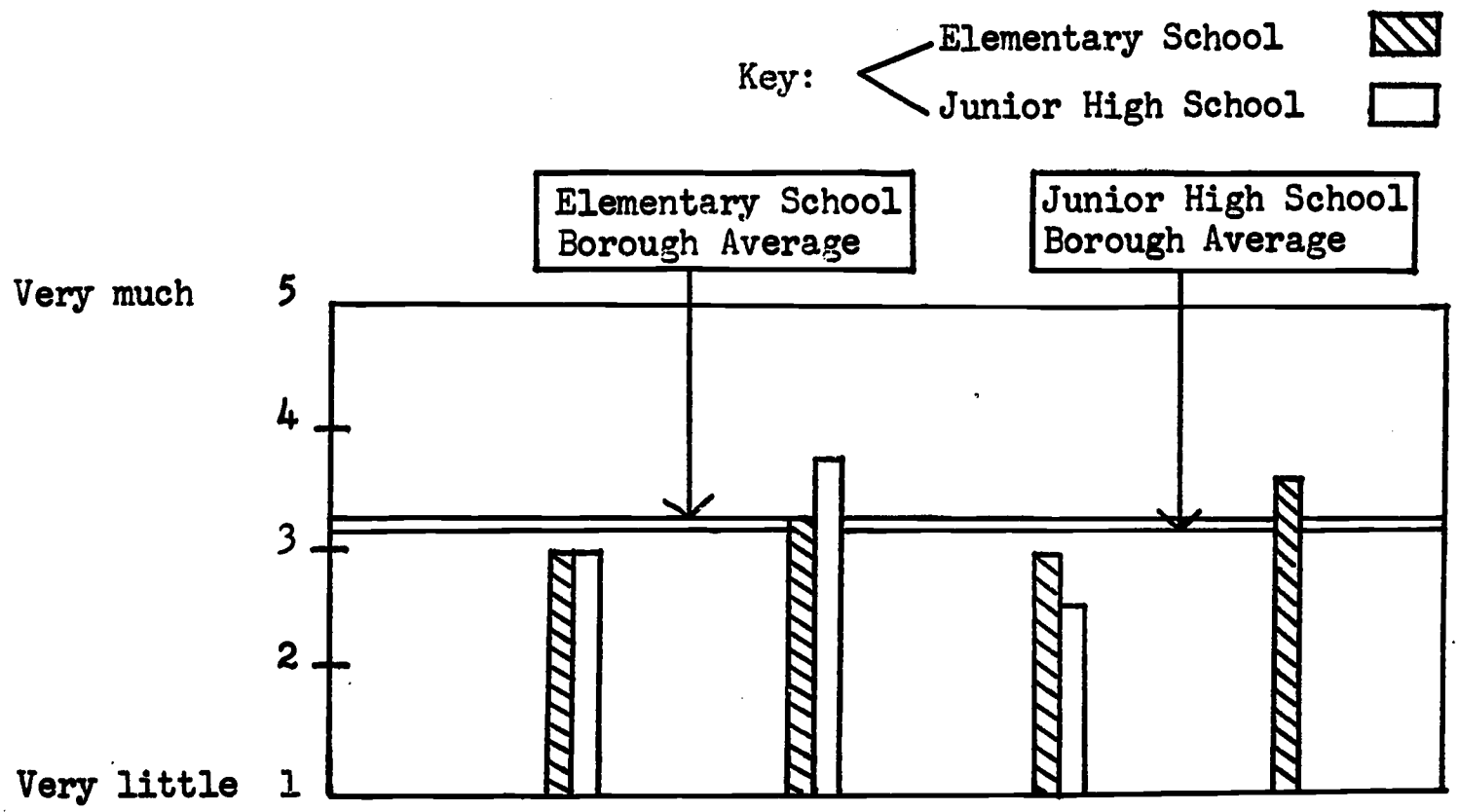
At the elementary level, in most cases the principal felt that the personnel granted was insufficient for this purpose, and that seasoned specialists were needed to initiate such innovations. According to them the question about new curriculum was "...not applicable as teachers were learning - attempting to master the curriculum." This attitude was less pronounced at the junior high school level, where the majority of principals said the additional personnel afforded some slight opportunity for curricular change. The innovations re-

ported appear to be limited to science, hygiene, and career guidance programs. One school "developed a modified curriculum in major subjects."

Most principals also did not feel that innovations in teaching techniques were made more possible by such additions of personnel as had been made (see Table 4).

TABLE 4

DEGREE TO WHICH ADDITIONAL PERSONNEL PERMITTED EXPERIMENTATION WITH NEW TEACHING TECHNIQUES



The majority reported that the additions permitted some very minimal attempts at innovations. Specifically, two of the junior high schools experimented with new teaching techniques. One initiated a

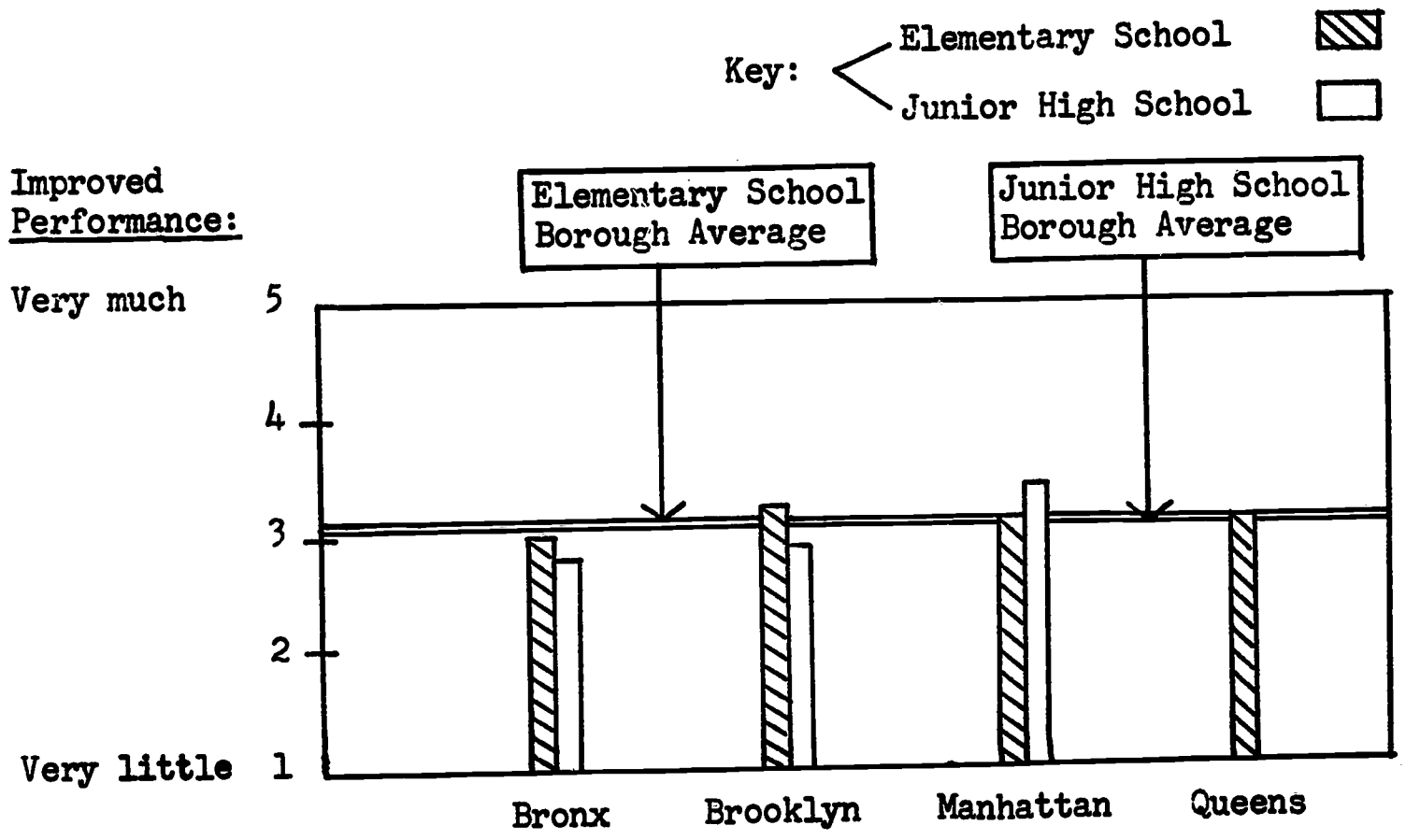
modified team-teaching program, while the second developed "large group teaching in reading and social studies." Again, in most cases the principals felt that the personnel granted was insufficient and/or not experienced. Where specialists were added as in the case of music, art, reading, and language arts - some new materials were developed.

4. Improvement in Academic Performance

The majority of the principals did not feel that the additional personnel was instrumental in improving their pupils' academic performance to any marked degree (see Table 5). At both the junior high and elementary school levels the principals perceived a very modest improvement due to the staff they had so far been granted.

TABLE 5

ESTIMATE OF EFFECT OF ADDITIONAL PERSONNEL ON IMPROVEMENT OF PUPILS' ACADEMIC PERFORMANCE



A minority of principals were optimistic of academic results, based on impressive improvements already achieved. Six junior high school principals reported such improvement in the subject areas of science, English and reading.

One elementary school man predicted for his school "...ten students for Special Progress classes, setting up an Intellectually Gifted Class for the coming year, and upgrading of academic achievements of most children."

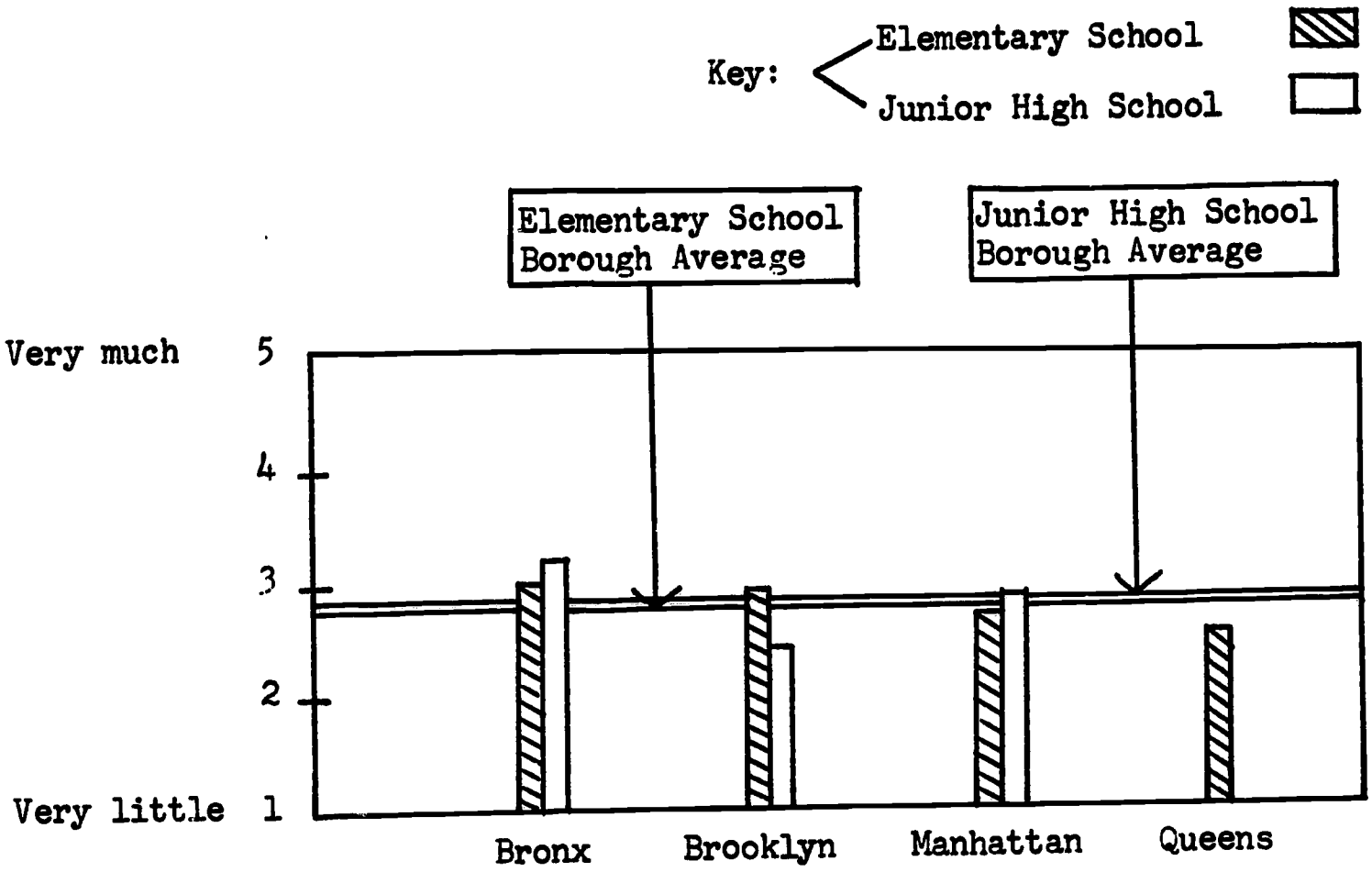
Three others noted improvement in reading based on pre and post test reading scores. Several principals noted a wider interest in reading through library activities. However, most of the principals felt that it was difficult or impossible to assess the exact degree of academic improvement and to determine which program or circumstance responsible for this improvement.

5. Pupil's Attitude

Changes in pupil attitude due to additional personnel were reported to be minimal by the majority of the principals. Some, however, reported very positive changes (see Table 6).

TABLE 6

ESTIMATE OF EFFECT OF ADDITIONAL PERSONNEL
ON IMPROVEMENT IN ATTITUDE OF PUPILS



Special services, such as Junior Guidance, Special Guidance, and Citizenship Education classes, were viewed as contributing to improving pupils' attitude toward school. Some of the principals pointed to

improvement in attendance, increased membership in Honor Society, fewer instances of vandalism, increased participation in the Science Fair and in musical programs, and a quieter school as a criteria for the measurement of positive attitudes toward school. One principal noted that the corrective reading program helped give his students greater confidence in their ability to succeed. Nine of the elementary school principals reported that their children were very actively engaged in science, music and art during school hours, and in after-school clubs or study programs. One of the principals noted that "children enjoy music and art - deprived children can achieve in these areas;" another found that children are "reading more." Four of the principals reported that they found it impossible to assess the students' attitude.

On the surface there appears to be a discrepancy between the principals' response to the attitude question on the scale, as compared to their further response. On an open-ended five point scale they evaluated the improvement in their students' attitude as being minimal - yet many went on to cite specific instances of improvement. What occurred was that when making the ranking on the scale the principals were considering the effect of the additional personnel on the attitudes of the total student populations - in the comments they volunteered, they were able to focus their attention on the part of their pupils who were actually reached by the special services etc. provided by the program.

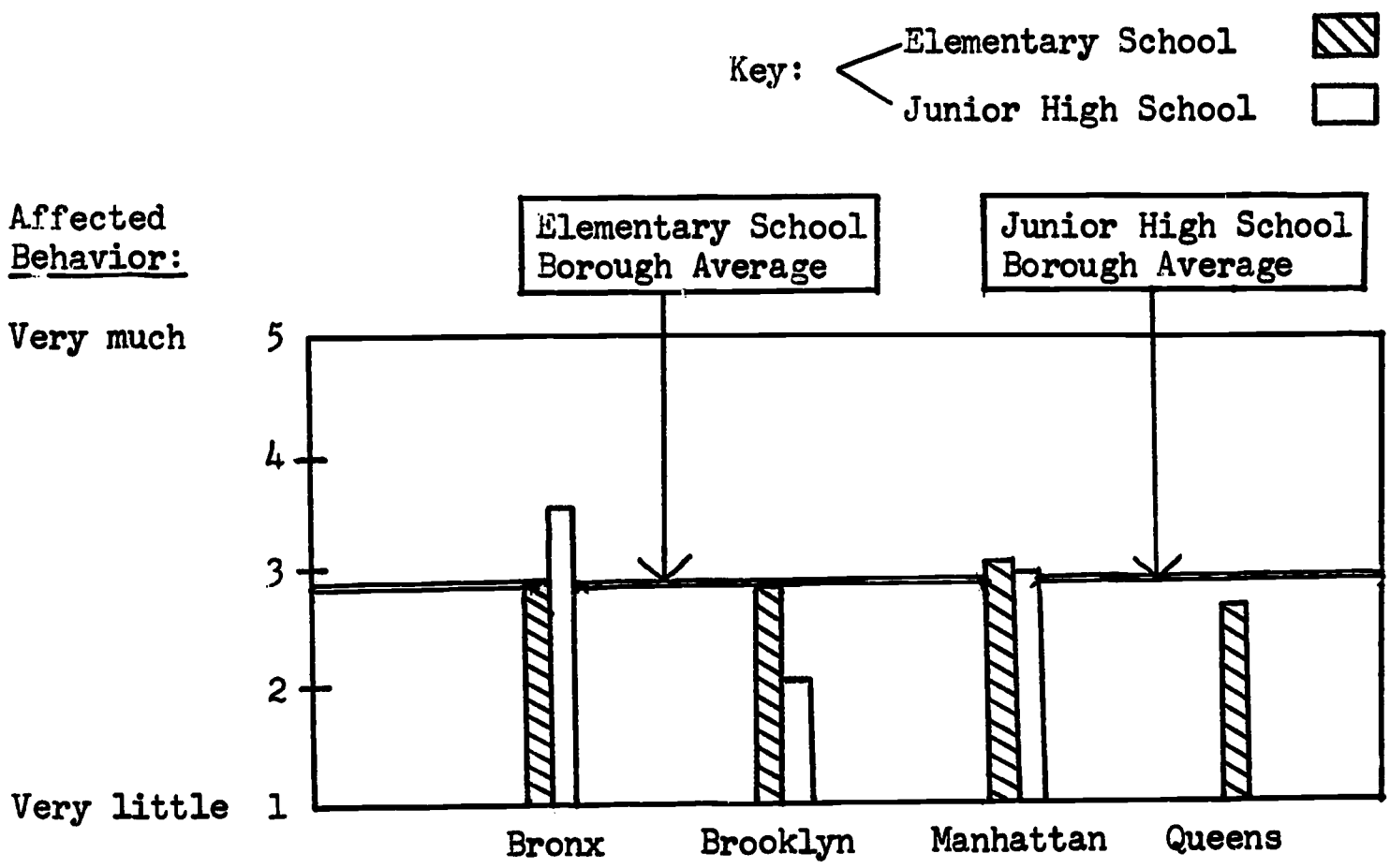
6. Pupils' Behavior

As in the case of attitude change, the bulk of principals did not feel that the additional personnel had much effect on change in pupil behavior (see Table 7).

Where principals explained their criteria for change in pupil behavior, improvement was described as due to (1) greater supervision through the use of aides leading to fewer suspensions and disciplinary problems, (2) improvement in Special Guidance, Junior Guidance and Citizenship classes to assist problem children, (3) more time available for counseling. One principal attributed behavior improvement

TABLE 7

ESTIMATE OF EFFECT OF ADDITIONAL PERSONNEL ON PUPIL BEHAVIOR



of disruptive children to the "...channeling of natural drives into success in music or art;" another used an auxiliary teacher to interview parents and pupils of Spanish-speaking background and found that "...this helped some children to behave better." Three of the principals found no change or improvement. Seven principals found behavior impossible to evaluate, while three principals found the additional personnel a deterrent to behavior improvement, as the children had (in the words of one principal) "...too many different people with varying standards and demands, to whom they had to relate."

Other Comments of the Principals

At the end of the questionnaire the principals were asked to state what they considered to be the most pressing problem(s) facing their schools, and to offer their suggestions for improvement of future federally funded projects.

The most commonly mentioned problem was the pressing need for more licensed and better qualified, experienced teachers. More than half the principals referred to this problem. Overcrowding in general, and lack of space and facilities for the special services (guidance counselors, social workers, etc.) were mentioned by another large segment. Another frequently stated problem was the urgent need for special service personnel; some principals mentioned guidance counselors and school aides, others named psychologists, school and family social

workers, psychiatrists, referral agencies, attendance officers, nurses, administrative assistants and teacher trainees. Other problems cited by some principals were: high teacher turn-over, high student mobility, and vandalism.

The principals' recommendations for any future federally funded projects focused on their belief that they, as principals of the recipient schools, should be involved in the planning stages of the programs. They wished to be consulted about the particular needs of their schools and to be able to determine in part just what sort of additional help they would receive. A segment of the principals felt that their schools would be best served if they - the principals were vested with the responsibility of requesting personnel according to their schools' specific needs.

These recommendations were partly prompted by the situation in which a sizeable proportion of the principals found themselves in regard to the Improved Education Services project. These principals had not been aware of their schools "participation" in the project - some were surprised to discover that any of their cluster teachers were filling Title I positions, and others had not been aware that some services and supplies provided their school were funded under the ESEA program.

Other measures recommended by the principals were: (1) smaller class enrollment, (2) additional special service personnel (such as teacher trainers, guidance counselors, psychologists, social workers, school aides, etc.), (3) better salaries for teachers, and particu-

larly for special service school teachers - in order to attract and hold the better and more experienced teachers who presently tend to leave the urban school for suburbia, (4) improved teacher training programs, (5) creation of job placement bureaus for pupils (where applicable).

Chapter III

THE CLUSTER PROGRAM

The evaluation was conducted by means of observation and by personal interviews with the cluster teachers and the schools' principals. Twenty-four schools were surveyed in this segment of the study. In all, more than 70 cluster teachers were observed, on more than one occasion, while engaged in different tasks.

The cluster program is being discussed in this report because the Board of Education's directive of June 16, 1966 made it the instrument through which some of the goals of the Improved Services Program were to be implemented. These goals were cultural enrichment (music and art) and academic remediation.

The cluster teaching format was an innovation in the Improved Services Program, since during the previous academic year (1965-66) teachers designated as OTP (Other Teaching Personnel) were used to fill the added positions provided by the program. This change in personnel implementing the Improved Services Program was quite profound, since OTP's were expert, experienced teachers, specializing in one subject area, while cluster teachers were relatively new and inexperienced.

Specifically, the directive (titled "Plan for the Return of Experienced Elementary Teachers to the Classroom") listed the following points:

1. The OTP's were to be returned to regular classrooms and the Improved Services Program was to be implemented via

cluster-teachers.

2. Less experienced teachers in the school were to be selected as cluster teachers.

3. Cluster teachers were to be assigned one per five classes (making it a total of six teachers per five classes).

4. Cluster teachers were to retain their assignment for one year.

5. Cluster teachers were to "reinforce fundamental skills" wherever the children were not performing at grade level.

6. Regular classroom teachers in special service schools were to receive four preparation periods weekly. The cluster teachers were to cover their classes during these preparation periods.

7. The return of the OTP's to the classroom was supposed to reduce fragmentation by reducing the number of teachers each child would see.

From these provisions, it can be seen that cluster teachers were assigned to return the specialists to the classroom, and, even more important, to meet the U.F.T. contract for preparation periods. In other words, beginning in September 1966, Reading Improvement Teachers, as a separate category, no longer were to exist in the school organization. Some cluster teachers (anywhere from one to five of them in special service schools) were assigned to improve reading. This investigation was confined to evaluating that portion of the cluster program itself which had bearing on reading improvement.

How Cluster Teachers Were Chosen

As previously mentioned the cluster teachers were to be those who had the least experience, although the directive did specify that they

should have had at least one year's teaching experience. Some principals followed this directive to the letter of the law and kept these teachers in the "unspecialized areas" of the cluster program for the remainder of the year. (The unspecialized areas were mainly reading improvement and language arts positions.)

In some instances principals came to the conclusion that the persons they had chosen were too inexperienced to fill the cluster position effectively. In most of those cases cluster teachers were returned to a classroom, and were replaced by more experienced or more resourceful people. The converse occured in some instances, where principals took the opportunity to remove ineffectual and poor teachers from the classroom and placed them in the cluster program.

Other arrangements included reassigning cluster teachers to regular classrooms when the classroom teacher was on leave, etc. In those cases the cluster position was left unmanned or other inexperienced teachers were assigned to fill in.

A few principals solved their problem by renaming last year's OTP's with the label "cluster teacher." Thus, they used the same experienced personnel with different titles. Additionally, some principals did not assign the cluster positions but asked for volunteers from their staff. The volunteers were usually seasoned teachers.

Thus, it becomes evident that the program was staffed in a wide variety of ways, by teachers of sharply contrasting talents and experience, this difference in the quality of personnel was reflected in the

unevenness of the programs' performance in different schools.

Cluster Teacher Training

In most of the schools no training was provided for the cluster teachers. Any training that was undertaken focused on the new classroom teachers. Many of the cluster teachers did not have the requisite year of experience behind them. There were a few schools in which principals initiated training sessions or other means of aid for cluster teachers. These were quite successful in helping the cluster teacher to function well.

However, the majority of principals perceived the purpose of the cluster teacher to be a means of providing a 45 minute rest or preparation period for the regular classroom teacher.

Utilization of Cluster Teachers

Most cluster teachers were used to provide classroom teachers with preparation periods. In most cases cluster teachers were assigned to cover the same classroom four times a week, usually at the same time each day. In addition to providing preparation periods on a regular basis, cluster teachers were also utilized for the following purposes:

1. To relieve the classroom teacher for meetings such as grade conferences or training sessions.

2. To relieve the classroom teacher for lunch.

3. To take on lunch, playground and other non-teaching duties, in place of classroom teachers or teaching aides.

4. To cover a classroom, without notice, as a per diem sub-

stitute when a substitute was not available.

5. To work in conjunction with the classroom teacher, in the same room at the same time.

6. To provide remediation in various subjects for small groups.

In general, cluster teachers were assigned to take over entire classes; in a few instances, they were given a chance to work as a tutor or coach with small groups of pupils who seemed to need extra help, usually in reading.

Variation in Subject Matter Assigned to Cluster Teacher

According to the Board of Education Directive, wherever the pupils were not working at grade level in fundamental academic skills, the cluster teachers were to reinforce those skills. In many schools the cluster teachers were cast as other versions of R.I.T.'s, whose purpose had been to focus on reading and language arts. In one school another "fundamental skill," arithmetic, was the subject assigned by the principal to the cluster teachers. In several other schools, the principals told their cluster teachers to emphasize science, music, or art to their classes. In other words, the principal usually decided on the "fundamental skill" to be taught. In general the principal hoped that each cluster teacher would become a specialist in that skill.

Several principals felt it best to allow the cluster teacher to indicate his most competent areas and then permitted him to choose what skills he would concentrate on, while some others allowed the cluster

teacher and the classroom teacher to confer: the two together decided on what should be taught. In principle this approach was sensible and flexible, but in practice frequently the classroom teacher either assigned the cluster teacher something that didn't interfere with her own program, or suggested that she merely serve as a drill-master for phonics or number combinations. There seemed to be a lack of coordination between the classroom and the cluster teacher.

Comments on the Performance of Cluster Teachers

The observers noted that much of the teaching, while carefully prepared, was standardized. The majority of the cluster teachers lacked the experience and confidence to relate the material studied to the children's background, experience or interests, or to expand and enrich it to make lessons more meaningful. The use of original reading matter, creative use of materials or other variations on standard teaching were the exception rather than the rule. However, there were notable exceptions - about one fourth of the cluster teachers observed were very good at their tasks.

In the area of reading instruction the most commonly observed weakness was that the teachers did most of the reading aloud themselves and that the teaching of reading, phonics and language arts were not coordinated.

The mathematics teaching observed relied largely on abstraction. Numbers were not related to practical application; there was no esti-

mating, mental arithmetic, or use of concrete objects. It was suggested by the observers that the arithmetic taught be made more meaningful by tying in word problems (i.e., reading), relating the children's own experiences to the abstract numbers.

In general, the quality of science teaching observed ranged from fair to excellent, despite frequent shortcomings in equipment and facilities. One teacher had been a science OTP the previous year, and had his own science room. To teach science, it is necessary to have a variety of materials which are too difficult to carry around from room to room, or from floor to floor; thus a science room was essential to the success of this teacher's program. The best science taught was taught in an experimental manner, with each child's having materials to work with.

Social studies, as taught by cluster teachers in the schools observed, were fragmentary, often confusing, sometimes unrelated to the present reality, and seldom correlated with reading. The teaching of this subject too proscribed, too rigid, too nonfactual.
Nowhere did the observer see committee work, individual research, or group assignments connected with reading.

Principals' Attitudes Toward the Cluster Program

Many principals were surprised to learn that their cluster teachers were filling Title I positions, although the majority of the principals were positive in their attitudes toward the cluster program.

The remainder had various objections to it. Many principals were concerned because they felt that cluster teachers disrupted classes, to an extent which required hours to accustom children to normal routine. Others wanted the return of OTP's. Some wanted to dispense with all OTP's and cluster teachers and to return all teachers to the classroom.

All principals who were in favor of the cluster program thought that cluster teachers should be specially trained and more experienced. A large number of principals felt that the only effective way to utilize cluster teachers was to help them to become specialists. In practice, however, few provided any kind of training for their cluster teachers.

By and large where the principals chose their cluster teachers wisely and where they accepted them as full-fledged members of the staff (rather than merely tolerated them), the principals had few criticisms of the program and felt that it benefited the school and the students.

A few principals did not feel that the cluster program was useful. They viewed it merely as a device for providing free periods for teachers.

Cluster Teachers' Attitudes Toward Their Assignments

Many of the less experienced cluster teachers felt that they were faced with unsolvable disciplinary problems created in part by their

own lack of experience and in part by the limits of 45 minute periods in which to gain some continuity and rapport.

Some of the cluster teachers felt that a more specific program should be laid out for them by the Board of Education. On the other hand, many others felt that the program should be even more flexible. They wanted training in small group methods, more supervision of a constructive nature and more materials to work with. In general, the cluster teachers assigned to the kindergartens were the happiest. They all seemed to enjoy being with the younger children; and participating in less rigid lesson plans.

A few cluster teachers enjoyed the variety of experience and the fun of being free-floating. On the other hand, others complained of teaching the same lesson over and over again, of being forced to serve, without notice as per diem substitutes, of the lack of continuity in scheduling, and this difficulty of having to deal with whole classes of children who encountered obstacles in grasping academic concepts.

Chapter IV

EVALUATION OF GUIDANCE SERVICES AND JUNIOR GUIDANCE CLASSES

This chapter presents the findings of the evaluation team regarding the guidance services and Junior Guidance classes provided under the ESEA Improved Services program. These special services were studied and evaluated in 20 schools.

The objectives of the observers' visits were to evaluate the quality and effectiveness of the guidance services provided, as well as to evaluate the performance of the Junior Guidance class program.

The following were some criteria which the observers used to arrive at the evaluation. These are best stated in the form of questions the most comprehensive one being:

Does the program enhance the development of all the children for whom it was designed ?

Specifically does it:

1. Provide for early identification of any special strengths and talents or any special weaknesses and needs (both emotional and academic) of the children, and does it provide access to needed specialized treatment , where it is indicated?

2. Provide effective assistance to children with emotional and/or behavioral problems and to children showing academic underachieve-

ment or retardation.

3. Contribute to the more efficient and effective functioning of the school as a whole.

The performance of the school administrators and guidance personnel in implementing the program was evaluated in terms of their:

1. Understanding of the goals of the program.

2. Attitude toward the program.

3. Degree of their professional competency and proficiency.

4. Degree of their ability to adapt and respond to special service school conditions and the extent to which they communicated and interacted with the whole school community (i.e. parents, referral agencies, other community organizations, etc.)

Method of Evaluation

The evaluation was conducted by means of direct observation and by personal interviews. The specialist-observers visited each school and:

1. Observed junior guidance classes (in those schools were they existed).

2. Interviewed the guidance counselors and reviewed some of the cases they handled.

3. Interviewed the school's principals regarding these special services.

Note:

Before presenting the evaluation itself, it is necessary to mention that the evaluators stress the fact that, of necessity, an evaluation of this program should be interpreted in relative, but not absolute terms. The late contract for this evaluation placed limitations on the observers. Therefore "before" measures of students on academic, attitudinal, and behavioral variables as of September 1966 could not be ascertained. In addition the absence of these "before" measures made it difficult to determine the "effectiveness" of the program.

A. Guidance Services

Of the 20 schools surveyed, 15 had a full or part time counselor assigned to them.

1. Principal's Attitude Toward the Guidance Service Provided

All but one of the principals were at least somewhat positive toward the guidance program. Each reported that the assignment of a full or part time counselor did relieve them of certain guidance functions, which permitted them to devote more time to administration and supervision. Such functions included the preparation of suspension reports, agency referrals and reports, and to a large extent, parent interviews. However, the enthusiasm of the principals for the program was limited by their negative evaluation of its total effectiveness. Simply, while all principals were glad to have one or even three fifths of a counselor assigned to their schools, they perceived

the needs of their schools to be far greater than this assigned personnel could possibly service.

Although the principals acknowledged the importance of guidance activities for all of the children and for early identification of abilities and disabilities, all but two felt that the work of the counselor in their schools was of necessity crisis-oriented and behavior problem centered. The two exceptions occurred in schools whose general climate seemed to closely approximate that of suburban schools. In one of these schools, the counselor was primarily concerned with eliminating or lessening underachievement, in the other, the counselor (assigned to kindergarten and first grade) focused her activities on the early identification of abilities and disabilities.

All but three of the principals felt that the assigned counselors were effective in working with behavior problems. Effectiveness seemed to be defined as working hard and trying in the face of an overwhelming number of serious problems and limited referral facilities. Of the three exceptions, two felt that they needed counselors with more experience so that they could work with the school staff, since some of the children's problems were being aggravated by exposure to inexperienced teachers, and the third would have preferred a social worker.

Counselors' Attitude Toward the Guidance Services

While in theory all the counselors recognized the need for guid-

ance for all children to permit early identification of incipient problems or special talents requiring special attention, in practice they worked with the "disturbed child." They perceived their function as dealing with children who represented an urgent problem to the school and the outside world. By and large they felt that they were so overwhelmed by coping with just the serious problem children, that only an addition of two or three other guidance counselors could make other guidance activities at all possible.

In effect the counselors agreed in their appraisal with the principals. Both groups felt that the service was a much needed one and both felt that the program did not provide for enough of this service.

Observers' Evaluation of Guidance Services

In all but two schools, the guidance counselors' activities were focused exclusively on solving the immediate problems of children exhibiting serious problem behavior.

Only in one school was the counselor involved in identifying children's abilities and disabilities at an early stage. In only one other school was the counselor actively involved in providing vocational guidance to the students.

Consequently, in all 15 schools entire areas of guidance were neglected. Large numbers of children were receiving any guidance, except in isolated instances where the classroom teacher took the initiative and responsibility of referring them. With the exception of the

two counselors noted above, none were providing vocational, educational, developmental or preventive guidance.

This situation appeared to be largely the result of insufficient staffing of the guidance program and, to some extent, of the professional or personality limitations of the counselors. The consensus, among the evaluators, was that good intentions and genuine interest in and concern with the children was the only thing not lacking in the program.

In evaluating the level of the guidance counselor's professional competence, the observers noted the following:

1. In most cases, neither counseling theory nor technique seemed to be applied in the school situation. Discussing their "cases," counselors tended to be aware only of the child's limitations or problems: they were not interested in the child's possible strengths. Counselors were not, on the whole, able to perceive the manner in which a child viewed a situation. While all but three had the capacity to relate to the children they worked with,the guidance relationship was used more to admonish and to encourage the child, than to help him to clarify his situation and to participate in setting goals.

2. Only one counselor exhibited familiarity with the community. Two counselors made a practice of home visits. The extent of contact with persons beyond the school and of utilization of the community's resources varied sharply from case to case.

3. The majority (all but six) of the counselors evidenced a

limited knowledge of personality dynamics. It was suggested by the evaluators that some additional training in the psychology of individual differences and in group dynamics would enable the counselors to work more effectively with the rest of the school staff as well as with other community elements.

The observers found that the pressure under which counselors began to feel themselves as their work load mounted was reflected in their approach to problems. In a sense, they seemed to view themselves as trying to put out a forest fire with a watering can. All counselors (and all but two principals) felt that more counselors and more referral facilities were badly needed. The evaluators arrived at the same conclusion - with the additional condition that these counselors be very well trained and specially oriented to functioning in special service (slum) schools.

At present the guidance program is of some value to some students - but of very limited value to the majority of the children. At its present level of operation it can not achieve its stated goals.

B. Junior Guidance Classes

Among the schools visited, five had Junior Guidance classes. The total number of Junior Guidance classes observed in the course of the evaluation was eleven. These classes were:

1. Four Closed Classes - Balanced with an equal number of boys and girls, and an equal number of withdrawn and acting out children.

   September admission.

2. Four Open Classes - All acting out behavior problems, all boys, three admission dates a year.

3. Three Halfway Classes - The evaluators observed a difference between the way in which the two schools who had these classes described them. A school with one halfway class, described it as consisting of all acting out boys only; two teachers were assigned to the class.

   In the second school these classes were described as admitting both acting out and withdrawn boys who were clinically diagnosed as emotionally disturbed. Pupils could enter and leave at any time of the year, subject to the counselors' recommendation.

With the exception of the one halfway class mentioned above, three teachers were assigned to each two Junior Guidance classes in addition to the part time services of a guidance counselor whose sole responsibility in the school was the Junior Guidance Program.

Principals' Attitude Toward Junior Guidance Program

All the principals were fairly positive toward the Junior Guidance class program. Two were very satisfied with the results of the program to date - the remaining three were less enthusiastic, and had more reservations about it.

On the positive side were the benefits to the school and to the pupil. All principals felt that the Junior Guidance classes helped to ease the situation in the regular classes by removing some of the most difficult, disruptive children. Only two reported that the Junior Guidance classes actually helped the children enrolled in them.

Negative reactions concerned the difficulty of staffing these classes, the resentment of the Junior Guidance staff by some regular teachers because of the small register and the special attention given to the children enrolled in this program, and the feeling that the program was too independent of the rest of the school.

Teachers' Attitudes Toward Junior Guidance Program

All of the teachers of Junior Guidance classes felt that the program actually benefited the children enrolled. While it was of some benefit during the first year, according to the teachers, the children achieved greater growth in emotional, social, and academic spheres in the second year of the program.

Teachers felt that allowing new admissions during the term upset the class progress temporarily.

Only two teachers stated they were considering leaving the program. The observers found a theraputic atmosphere in the 11 classes visited.

Junior Guidance Counselors Attitude Toward the Program

All but one of the counselors were positive in their appraisal of the program's benefits to the children. They felt that youngsters in the Junior Guidance Program showed considerable improvement in their overall-behavior.

Observers Evaluation of Junior Guidance Program

The observers found the Junior Guidance Program to be functioning relatively well in the eleven schools visited. It is providing a badly needed service reasonably efficiently and effectively in the five schools observed.

Junior Guidance counselors differen considerably from the general school counselors surveyed in this study. While the latter are marked by a sense of pressure and implicit frustration, the Junior Guidance counselors were remarkable for the quality of and optimism they conveyed to the students.

The same observation applies to teachers of Junior Guidance classes. Only two teachers and one counselor were exceptions to this rule.

Even though the pupils enrolled in the program were among the most troubled to be found, the staff seemed to be able to provide a healthy environment. The administration was concerned that a separate group existed within the school. Yet, this small group was able to provide a therapeutic services, helpful both to staff and students.

The students' progress was apparent, since in all but one instance the observer was able to distinguish Junior Guidance classes in their first year of operation from those in their second year. Second year classes showed a marked improvement over first year classes in attention span, interest in learning activities, peer relationships and responsiveness to the teacher.

There was a considerable difference between "closed classes" and those designated "open" or "halfway" classes. Closed classes seem to reduce the anxiety level of the pupils. In closed classes the children appeared to be more tolerant of one another and better able to tolerate severe acting out (see page 6) in one member without the rest of the group responding in kind. In the acting out groups, it appeared that one member who was having a difficult day could trigger the entire group. Also, closed classes appear to permit more effective functioning of the teacher. These classes seem to exert less pressure on the teacher and to provide more security and satisfaction for the children.

Almost all the teachers observed were competent and well suited to their assignment. Teachers rated most effective were those with many years of teaching experience who were able to tolerate moody, disruptive behavior, set some kinds of consistent limits, empathize with the children and provide a variety of creative learning activities.

In conclusion, evaluators felt that the Junior Guidance Programs were effective in providing for the growth of troubled children. The observers found no classes under custodial care. The closed class appeared to be more therapeutic for the children and less demanding on the teachers, although all Junior Guidance classes demand much more than an average class. The evaluators advise that Junior Guidance classes be staffed by teachers who are experienced and acquainted with the problems of children enrolled in the program.

Chapter V

EVALUATION OF CITIZENSHIP CLASSES

This chapter presents an evaluation of the citizenship education classes conducted under the auspices of the Improved Services Program. The data was gathered from observation and personal interviews with assistant principals and teachers of citizenship classes.

Citizenship classes were studied in five schools.

The citizenship classes had a variety of purposes. Since there were no directives from the New York City Board of Education or from the district superintendents' office providing clear and specific guidelines for the formation of these classes, the individual principals had the option to use the added position as they preferred.

The evaluators found three concepts of the citizenship classes:

1. The citizenship class was created in order to remove the disruptive child from the normal classroom.

2. The class was created to alleviate reading disability through special programming.

3. The class was created to motivate those pupils who would drop out from school not to do so.

Theoretically it might be argued that for the principal to have the leeway to determine how to utilize an assigned position is of benefit to the school, since he can tailor it to suit his most pressing need. In practice, however, while most of the principals would have

liked to set up classes for the disruptive, behavior problem child; the majority encountered staffing difficulties and the position remained unfilled. Citizenship classes organized to remedy reading difficulties also were difficult to staff.

The following observations were made of each type of citizenship class:

1. Removing the Disruptive Child from Regular Classroom

One class organized for this purpose was observed and it was exceptionally effective. The teacher in the class was the prototype of the kind of person necessary to teach problem children. The children designated for this class suffered from extreme personal and social problems. Other classes appeared to be depositing places for children not seriously disturbed, but possibly disturbing to a teacher. The evaluator noted in another instance that the term "distruptive" was used in a liberal way, and that the child in question could easily have been placed in a typical classroom. (This impression is based on the visitor's observation of a conference at which placement of a child in a yet non-existent citizenship class was considered).

Thus it was observed that the term "disruptive child" was variously and liberally interpreted. The evaluators suggested that the teacher of such children should possess the following characteristics:

1. He must be a person who has an exceptional sensitivity to the mood of highly volatile children.
2. He must be adept at individual instruction for children who

have a highly disparate range of achievement and performance.

3. He must be able to cope with hostility.

4. He must be able to overcome, through his presence and manner, antagonisms and hostilities beyond what could be normally expected of a population even in a highly disadvantaged area. Such teachers are indeed rare but were found in some schools. Teachers such as these could have been equally effective with a more typical classroom group. In any case their performance was heroic.

2. <u>Alleviation of Reading Disability</u>

Two patterns of programming for the alleviation of reading disability were observed:

1. One grade level was focused on, and special help in small groups was given to children who were for some reason not up to grade level.

2. Reading help was given across the board to all children who needed it. Sometimes the teacher traveled from group to group; sometimes the group traveled to the teacher. In the latter category one group was observed in progress. The principal was having staffing difficulties and used a per diem substitute to work with this group. The substitute observed was patient but ineffectual. In several other instances, groups could not be formed because no one sufficiently competent to staff the classes could be found. Obviously these functional details of the

program must be worked out before it can become truly effective.

3. To Motivate Potential Drop Outs to Remain in School

In this approach, children were designated and identified as potential drop outs. The theory was that the school holding power would be increased if attention were given to these children through extra-curricular duties and special assignments. Also, it was felt desirable to inculcate the citizenship class with the special responsibilities of citizenship.

Only one such class was observed in operation.

An overall evaluation of the Citizenship Education Class Program is difficult in the absence of any cohesive, standardized program. That it may be a useful device for principals to obtain a special kind of class particularly needed in their schools is of considerable value. However, some general ground rules should be established, so that children with severe emotional pathologies are not placed together with hyperactive, high-spirited children who are otherwise normal. Some basic guidelines should also be established for classes aimed at retaining the potential drop out. At present the program seems to be of uneven value in the various schools.

Chapter VI

EVALUATION OF ART AND MUSIC PROGRAMS

The data in this chapter are based on: (1) interviews with principals, (2) interviews with art teachers, (3) classroom observations, (4) music teachers' questionnaire.

In all, 76 schools participated in the art program. Seventy-eight schools participated in the music program.

Art and music evaluators visited 25 schools. Five of these schools were in Manhattan, nine in the Bronx and eleven in Brooklyn.

Pupil Population

The student population in the 25 schools visited were about 90 per cent Negro and Puerto Rican. English was a second language for many children. Many of the Negro children raised in the South. Many of the newly arrived Puerto Rican children had had limited formal schooling.

There were 35,769 pupils enrolled in the 25 schools visited by the art and music consultants. The ESEA Title I art program serviced approximately 8,500 (24 per cent) pupils in 17 schools. The ESEA Title I music program serviced approximately 9,500 (27 per cent) pupils in 17 schools.

Assignment of Music and Art Teaching Staff

All 25 schools were allotted at least one position in art and

and music. Nine art positions and nine music positions were utilized as "cluster teachers" in other subject areas.

Principals were responsible for selecting qualified teachers. As a rule they did not feel qualified to evaluate the competencies of art and music specialists, but they did indicate that possession of common branches license was not adequate certification for these specialty positions. They selected the art and music teachers from those who expressed interest or aptitude in these fields.

The Board of Education shift from O.T.P. positions to "cluster" teaching positions further complicated selection and assignment of teaching staff. This administrative shift required experienced specialty teachers to return to classroom teaching. As a result, some teachers left the program. Cluster teachers were inexperienced and unqualified (according to licensing criteria) to serve as art and music specialists in many cases. In addition, they were also used for classroom coverage during the regular teacher preparation periods. As a result, they were unable to maintain ongoing special art and music classroom programs. Some classrooms had to be used as offices for the large influx of cluster teachers.

Interviews with principals and teachers revealed that large segments of both groups were not aware of the "improved Educational Services" in Selected Special Services Schools program - and of their own school's participation in it.

Most teachers seemed uninformed about the nature of the Title I program, as well as being unaware that they were filling a position provided under this program.

A. Art Program

Seventeen of the 25 schools visited conducted art programs funded by Title I, seven schools conducted no art programs and one school conducted an art program which was not federally funded.

Physical Facilities

Of the 17 schools conducting the art programs, seven had special art rooms. The absence of art rooms in the other ten schools created serious problems for the teachers who had to transport supplies and equipment to each classroom. Additional difficulties arose because of lack of adequate storage space. Cluster teachers had to use a "cluster classroom" or office to store supplies in those schools which had no art rooms.

Materials and Supplies

Principals reported that they received no extra funds allotted for supplies under the terms of the Title I grant application. As a result where art supplies were requisitioned by the classroom teachers from the general school fund, or teachers used their personal funds to buy necessary supplies.

Qualifications of Teaching Staff

Of the 17 teachers interviewed, two had degrees or licenses in art. The other 15 had training through attendance at art workshops,

courses in elementary school art or art courses at the Museum of Modern Art.

Twelve teachers had a B.A. in education, four had an M.A. or M.S. in education and one had a B.A. in art education.

Thirteen had common branch licenses, one had a junior high school art license and three were substitutes.

Principals reported that the Board of Education failed to provide supervision of cluster teachers who were expected to fulfill the functions of art specialists. Art teachers reported only sporadic visits from supervisors. Teachers expressed interest in receiving systematic supervision, in attending art workshops and in receiving more practical suggestions from the Elementary School Art Syllabus.

Table 8

TEACHING EXPERIENCE IN ART

Number of teachers	Number of years teaching art
7	$\frac{1}{2}$
2	1
2	$1\frac{1}{2}$
5	2
1	3

Quality of Art Instruction

Despite limited art teaching experience, the observers rated the

quality of the instruction they observed as good. Eleven of 17 art teachers observed conducted varied art programs; these were rated from very good to excellent. Three programs were rated average, three below average to poor. These ratings can be considered unusual considering the lack of art teaching experience, physical limitations and supply shortages reported.

Difficulties of carrying supplies and equipment through schools which had no art rooms led to restriction of art activities to crayons, pastels, charcoals and chalk.

Art teaching methods were rated excellent for eight teachers, above average for four, average for one, below average for two and poor for one. The high ratings were due to good teacher rapport with the children. Children often expressed enthusiasm for art program by spontaneous clapping when the art teacher entered the classroom.

B. Music Program

Seventeen of the 25 schools visited conducted music programs funded by Title I, six schools conducted no music programs and two schools conducted music programs which were not federally funded.

Physical Facilities

Of the seventeen schools with music programs, eight had special music rooms and nine had none. This restricted the range of possible

activities. In some classrooms lack of space limited activities such as movement to music or grouping of instrumental ensembles. In some schools the auditorium was used for glee club or instrumental ensemble rehearsals.

Equipment and Supplies

Each school visited had an adequate phonograph. Pianos were available in all but one of the special music rooms. However, several of these pianos needed tuning and repair. Cluster teachers not assigned a music room had to travel to classrooms and did not have access to pianos.

Teachers complained of excessive delay between requisition and receipt of necessary music equipment. The supplies of rhythm instruments and song flutes were inadequate.

Qualifications of Teaching Staff

Two music teachers had music licenses; several teachers with common branches licenses had special music training.

Most of the music teachers had been music specialists under the former O.T.P. specialist program. The majority had three or more years' music teaching experience. Four had two years' experience, two had one year and one was in her first year of teaching.

Teachers complained of insufficient and inconsistent supervision. They requested special workshops on teaching music to disadvantaged children.

Table 9

Teaching Experience In Music

Number of Teachers	Number of Years Teaching Music
1	½
2	1
4	2
10	3+

Quality of Music Instruction and Curriculum

Teachers in the music program attempted to develop positive attitudes in the pupils towards the kind of music that they would not ordinarily be exposed to.

The most frequently observed activities were singing and playing of instruments. Singing activities ranged from recreational singing to part singing in glee clubs. The focus was on learning the notes of the song correctly. Techniques for developing vocal skills were not observed.

Instrumental programs were highly developed, although they were usually restricted to a select group of students. Song-flute programs were restricted to a few special classes. Rhythm instruments were used only occasionally because of the shortage of instruments and the lack of space for accompanying movement. Instruction was therefore limited to focus on melodies.

Instrumental programs for band and orchestra were observed in two schools. Another school was in the process of initiating such a program.

In several schools successful improvisation and creative composition were observed. Music appreciation or listening activities were conducted in almost all schools. The songs, musical compositions, and biographical material utilized were considered adequate.

Music reading instruction was observed in very few classes. Where it was included in the program it was taught by rote. For example, the children were taught to recognize a note,were not asked to play or sing it. In the schools in which music reading programs were most advanced, instrumental activities were included in the program. A few classes made field trips to special musical events, with their regular teacher rather than their music teacher. In most schools field trips were impossible because the music specialist was used for coverage of teacher preparatory periods.

Attitudes Toward the Music Program

Fifteen of the 17 music teachers completed the teachers' questionnaire. All were unaware of the fact that their positions were federally funded or that they were participating in an Improved Services program.

Teachers and principals agreed that the music program was a particularly important experience for disadvantaged children, particularly

those who experienced failure in the more academic areas. They felt that successful participation in the music program helped to motivate many children to develop interest in other school activities. The instrumental program was more effective than the listening program.

Problems centered around the lack of continuity since many classes met only once a week. Shortage of adequately trained teachers limited the instruction to only small groups of talented children, or to ambitious but unrealistic efforts to reach excessively large numbers of children. Some teachers attempted to teach more than 600 students; such programs were weak.

Evaluators' Comments on Art and Music Programs

In the opinion of the evaluators art and music education programs offered unique opportunities for success and improvement of overall school attitudes for disadvantaged children.

They recommended that these programs be made available to all students in disadvantaged areas, but that the reading prerequisite for eligibility to participate in special art and music classes should be dropped.

In many of the schools where cluster teachers were used to teach art and music, no separate art and music classrooms were provided. Teachers had to travel to the classrooms carrying supplies and/or instruments. Also classes were only seen once a week and the programs

were disjointed. Here the evaluators recommended that special rooms for art and music instruction should be provided, insure regular class meetings under physical conditions of maximum structure, organization and stability.

To effectively carry out art and music programs it would appear that a modified departmentalized structure, is advisable for the upper elementary grades (4-6). Of the 25 principals interviewed, 22 favored the establishment of such a structure. One principal declined to express an opinion. Only two principals opposed such a change, feeling that too many teachers disrupted the necessary continuity required in elementary level teaching.

The evaluators recommend that modified departmentalized structure would provide opportunity for regular art and music instruction in the school schedule for all disadvantaged children.

Chapter VII

ANALYSIS OF READING ACHIEVEMENT

One goal of the evaluation was to measure some changes in the pupils' academic achievement levels in order to determine the effectiveness of the Improved Services Program in that area. Nine schools participating in the Improved Services Program were selected at random and the Metropolitan Achievement Test Reading scores of their students of October 1966 were compared to those of April 1967. Complete data was available for only the second, fourth and fifth grades at the time this report was prepared - the results of this analysis are presented in Table 10.

The schools studied have a very high student mobility rate. Of the 4,249 children who took the test in October 1966, only 2,930 were still enrolled in the same school during the April 1967 test. This represents a loss of 31 per cent of the original test group.

Since what was desired was a comparison between the children's reading achievement before and after the initiation of the modified Improved Services Program (i.e., cluster program) the scores of the children who remained in the schools out of the original total sample, were analyzed separately; for further comparison, group means all students tested on both dates are also presented. The expected increment in achievement scores over a six month (October to April) period was .60. The test group means in reading comprehension reflect a greater gain

than expected for the second and fifth grades, and slightly below the expected for the fourth grade.

Gains in word knowledge test scores were greater than expected (.60) in the case of all three grades, though only minimally so in the fourth grade (see Table 11).

While reading comprehension and vocabulary achievement scores were better than average over the six month period measured, as a group the students performed about eight months below grade level.

There were no statistically significant differences between the means scored by the "persistent" group (those students who had been tested in October 1966 and were still there for the April 1967 test) and for the remainder of the total grade population (those students who came into this program after October 1966).

There were, however, some differences between the individual schools. For example, in the reading comprehension post-test, school G's second grade achieved a mean scored of 2.06 - at .63 gain over the October - April period. School C's second grade achieved a mean score of 3.04 - a mean gain of 1.43 over this same time period (see Table 12). School C was the only second grade school whose mean scores in reading comprehension was above the New York City norms.

Comparably, the mean score for the fifth grade of school F was 6.44 - a gain during the six month period was 1.93. In school A, the fifth grade's mean score was only 4.19 - a gain of .48 (see Table 14).

These findings suggest that this program of remediation is viable and that strides in the area of remediation can be made. A comprehensive comparative study of the particular conditions, programs, staffs, populations, etc., in the most and least successful (in terms of gains in achievement scores) schools population point to ways of maximizing remedial programs.

Tables 12, 13, and 14 show the mean scores, by grade, for the nine schools studied. The gains in achievement levels appear to be greatest in the second grade. Children from all second grade classes in the nine schools scored a mean increment of .93 in word knowledge and .85 in reading comprehension. This compares favorably with the .60 expected increment for the six month period. In addition the second grade was least below the grade New York City norm - about two months under the New York City norm.

Not only did schools differ from each other, but even the smaller units - that is, classes - differed dramatically in reading comprehension achievement level. Out of 48 fifth grade classes, five scored above grade level. In the fourth grade, five out of a total of 57 classes were above grade level. Finally, out of 68 second grade classes, 15 had mean scores above grade level.

TABLE 10

METROPOLITAN ACHIEVEMENT TEST - READING COMPREHENSION

GROUP MEAN SCORES

PERSISTENT TEST GROUP

Grade	Number of Students	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
5th	894	3.98	4.69	.71
4th	980	3.04	3.58	.54
2nd	1,056	1.62	2.47	.85

TOTAL TEST GROUP

5th	1,258	3.98	4.82	.84
4th	1,418	3.02	3.58	.56
2nd	1,573	1.62	2.44	.82

TABLE 11

METROPOLITAN ACHIEVEMENT TEST - WORD KNOWLEDGE

GROUP MEAN SCORES

PERSISTENT TEST GROUP

Grade	Number of Students	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
5th	894	4.05	4.82	.78
4th	980	2.96	3.61	.66
2nd	1,056	1.53	2.47	.93

TOTAL TEST GROUP

5th	1,258	4.00	4.79	.80
4th	1,418	2.95	3.58	.63
2nd	1,573	1.94	2.44	.50

TABLE 12

METROPOLITAN ACHIEVEMENT TEST - READING COMPREHENSION

GROUP MEAN SCORES

SECOND GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	1.65	2.28	.63
B	1.72	2.32	.60
C	1.61	3.04*	1.43
D	1.49	2.46	.97
E	1.68	2.54	.86
F	1.58	2.32	.74
G	1.43	2.06	.63
H	1.83	2.64	.81
I	1.61	2.30	.69

*Above New York City Norm

TABLE 13

METROPOLITAN ACHIEVEMENT TEST - READING COMPREHENSION

GROUP MEAN SCORES

FOURTH GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	3.06	3.57	.51
B	3.00	3.29	.29
C	2.53	3.32	.79
D	3.14	3.70	.56
E	2.94	3.48	.54
F	3.30	4.12	.82
G	2.99	3.39	.40
H	3.29	3.76	.47
I	2.89	3.57	.68

TABLE 14

METROPOLITAN ACHIEVEMENT TEST - READING COMPREHENSION

GROUP MEAN SCORES

FIFTH GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	3.71	4.19	.48
B	3.64	4.35	.71
C	3.51	4.22	.71
D	5.49	5.98*	.49
E	3.52	4.26	.74
F	4.51	6.44*	1.93
G	3.71	4.58	.87
H	4.02	4.83	.81
I	3.75	4.55	.80

*Above New York City Norm

TABLE 15

METROPOLITAN ACHIEVEMENT TEST - WORD KNOWLEDGE

GROUP MEAN SCORES

SECOND GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	1.57	2.20	.63
B	1.65	2.27	.62
C	1.44	3.56*	2.12
D	1.47	2.42	.95
E	1.54	2.48	.94
F	1.54	2.34	.80
G	1.33	1.93	.60
H	1.87	2.50	.63
I	1.45	2.23	.78

* Above New York City Norm

TABLE 16

METROPOLITAN ACHIEVEMENT TEST - WORD KNOWLEDGE

GROUP MEAN SCORES

FOURTH GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	3.05	3.62	.57
B	2.76	3.12	.36
C	2.52	3.51	.99
D	3.06	3.67	.61
E	2.72	3.73	1.01
F	3.33	3.92	.59
G	2.77	3.28	.51
H	3.59	3.89	.30
I	2.77	3.52	.75

TABLE 17

METROPOLITAN ACHIEVEMENT TEST - WORD KNOWLEDGE

GROUP MEAN SCORES

FIFTH GRADE

School	Pre-Test Oct. 1966	Post-Test April 1967	Mean Difference
A	3.81	4.23	.42
B	3.58	4.33	.75
C	3.37	4.21	.84
D	5.48	6.26*	.78
E	3.46	4.16	.70
F	4.61	5.54	.93
G	3.82	4.03	.21
H	4.12	5.29	1.17
I	3.75	4.53	.78

*Above New York City Norm

Chapter VIII

CONCLUSIONS AND RECOMMENDATIONS

The Improved Services project, as initially proposed, was intended to provide supplementary personnel, supported by adequate supplies and equipment, to selected elementary and junior high schools in order to upgrade the quality of education in disadvantaged areas. These schools, designated Special Service schools, were characterized by high pupil and teacher mobility, high percentage of non-English speaking pupils, low achievement in academic skills, poor reading, and poor pupil discipline. The purpose of this investigation was to determine the effectiveness of the extra personnel by means of observations, interviews, and an analysis of the performance of the pupils on standardized tests.

In 1965-66 the Improved Educational Services program was implemented by Other Teaching Personnel (OTPs), experienced teachers who specialized in one subject area.

In 1966-67 the Board of Education changed this plan and substituted cluster teachers for the OTP positions. Cluster positions were to be filled by "the least experienced" teachers on staff (excluding only those with less than a year's teaching experience). Where art, music, and other specialty cluster positions were concerned more experienced teachers were to be used.

In all, the program-funded positions which were evaluated were cluster teachers, general and Junior Guidance counselors, Junior Guidance classroom teachers, and Citizenship Education classroom teachers.

A. Cluster Program

1. The shift from O.T.P.'s to cluster teachers diminished the quality of the program. Cluster teachers were generally inexperienced and were largely regarded as fill-in for regular classroom teachers. In most cases they were not so much "additional" personnel as they were sustaining personnel - i.e., used to provide classroom teachers with free preparation periods, to fill-in at lunch times, as per diem substitutes in case of emergency, etc.

2. Principals, cluster teachers and evaluators all stressed that special training and/or ongoing supervision were needed for cluster teachers to make the program effective.

3. Many principals were not even aware that their cluster teachers were funded by this Title I program. Since the evaluators felt that the school principal is the crucial person in implementing this program; it is strongly suggested that in the future principals should be informed of and involved in the planning of this or other educational programs to insure their efficient functioning and success.

B. Reading Achievement

Despite its shortcomings, the program does seem to have had a positive effect on the children's reading ability.

Mean gains in reading comprehension (as measured by the Metropolitan Achievement Test) were above average for the six month period

tested in the second and fifth grades, and just slightly below average for the fourth grade. To illustrate, the expected score increment in a six month period is .60. The mean increment of the second grade was .82, that of the fifth, .84, and that of the fourth grade, .56. While encouraging, these findings still leave a large gap in academic achievement to be cloased for these pupils, since all three grades are below the New York City norms for reading comprehension at each grade level. This gap between the New York City grade norm and the achieved scores appears to get progressively greater in higher grades.

C. Guidance and Junior Guidance Services

1. The Guidance services provided are of some value, in isolated instances of great value to a few particularly troubled children, but if they are to benefit all the children for whom they were intended, the services must be expanded: (a) in terms of additional guidance personnel, (b) in terms of wider areas of guidance being covered (preventive, developmental, vocational). As constituted now, the program is focused exclusively on emergency cases, and does not even service those adequately.

2. The Junior Guidance program is filling a very important and urgent need. It is still far from achieving its ideal functions and goals, but is already contributing valuable emotional, social, and academic support to disturbed, socially and/or emotionally maladjusted

children. In the process it is aiding the schools to function more effectively by providing placement for students not placeable in regular classrooms. The program needs to be expanded and strengthened to: (a) provide more psychological and guidance services to assist teachers, (b) reinforce teacher interest and morale by some form of additional reward or recognition, (c) provide teachers equipped with techniques and skills best suited to the teaching of disturbed children.

Music and Art

The program of music and art instruction is valuable to those children whom it is reaching - but it is reaching only a small portion of the total school population. Only about one-fourth of the children in the schools surveyed were enrolled in a music and/or art class. Also, the reading prerequisite determining eligibility for enrollment in special art or music classes should be eliminated, since these programs offer a unique opportunity for success to children accustomed mostly to failure in academic areas.

Appendix B - INSTRUMENTS

IMPROVED EDUCATIONAL SERVICES IN SELECTED SPECIAL SERVICE ELEMENTARY AND JUNIOR HIGH SCHOOLS

List of Instruments

CENTER FOR URBAN EDUCATION

PRINCIPALS' QUESTIONNAIRE

IMPROVED EDUCATIONAL SERVICES

I. GENERAL INFORMATION

A. School _____

B. Borough _____

C. Grades: From _____ To _____

D. Under the provisions of the Elementary and Secondary Act, Title I, your school was granted additional staff during the current school year in order to help enrich the educational program at your school. Will you please indicate below the position(s) granted, their number, whether these were made available to you or how redistributed.

	Number Assigned	Number Received
1. Administration:		
a. School Secretary	____	____
b. Assistant to Principal	____	____
c. N. E. Coordinator	____	____
d. Guidance Counselor	____	____
e. Department Chairman: Subject _____	____	____
f. Demonstration Teachers: Subject _____	____	____
_____	____	____
_____	____	____
g. Special Guidance Counselors	____	____
2. Teachers:		
a. Auxiliary	____	____
b. Citizenship Class	____	____
c. Library	____	____
d. Junior Guidance	____	____
e. Corrective Reading	____	____
f. Health Education	____	____
g. Art	____	____
h. Music	____	____
i. Science	____	____
j. Remedial Instruction	____	____
k. Career Guidance	____	____

3. Other:
   a. Library Assistant _____ _____
   b. School Aide _____ _____
   c. Social Worker _____ _____

E. 1. What contribution did the additional personnel make in Improving the educational services of your school? (Be specific.)_____

2. How have additional personnel been utilized in the educational program? (Be specific.)_____

F. If you are a principal of an elementary school, was the sixth grade removed from your school?

Yes_____ No_____

G. Did you receive an additional allotment of supplies and/or materials?

Yes_____ No_____

If "Yes", describe /Ex: stationery supplies, texts (indicate subject), A-V materials, etc./ _____

If "No", what are your needs? Describe: _____

H. Were you asked to participate in the joint planning of this or of any other federally funded program beyond specifying individual needs?

Yes _____ No _____

If "Yes", to what extent? _____

If "No", how do you see yourself participating in such an effort? _____

I. Which community agencies operate in the vicinity of your school? List: _____

1. What contact do you have with them? _____

2. Have they been of help to you?

Yes _____ No _____

If "Yes", how? _____

If "No", how do you feel they could have assisted you?

II. EVALUATION

A. Do you believe that the additional personnel received helped raise teacher teacher morale?

1 2 3 4 5

Very Little Very Much

Please describe criteria used for your rating: _____

B. To what degree did additional personnel permit:

1. Greater freedom to adapt new programs or activities in your school

1 2 3 4 5

Very little Very much

2. Development of new curriculum

1 2 3 4 5

Very little Very much

3. Freedom to experiment with new teaching techniques

1 2 3 4 5

Very little Very much

Kindly explain each of the above ratings and activities:

1. _____

2. _____

3. _____

C. Do you believe that the additional personnel has been instrumental in improving academic performance?

1 2 3 4 5

Not noticeable Very much

Please explain your rating: _____

D. Have you been able to detect a change in pupil attitude due to additional personnel?

1 2 3 4 5

Very little Very much

Please give the reasons for your estimation of change in pupil attitude and the direction it has taken: _____

E. Have there been changes in pupil behavior due to additional personnel?

1 2 3 4 5

Very little Very much

Please give the reasons for your estimation of change in pupil behavior and the direction it has taken: _____

F. Has there been a change in the truancy rate? Kindly give the percentage and direction of change:

\+ _____% - _____%

G. Has absenteeism increased or decreased since your school received the additional personnel?

\+ _____% - _____%

Explain: _____

H. What is your general impression of the educational-motivational level of the student body in your school?

1 2 3 4 5

Unmotivated Highly Motivated

Explain: _____

III. ADMINISTRATIVE PROBLEMS

A. What are your most pressing administrative problems as a principal of a school whose population consists mainly of deprived minority groups? -

B. What remedies would you suggest?

IV. SUGGESTIONS AND CRITICISMS

A. What suggestions would you make toward the improvement and implementation of future federally funded programs?

B. Do you have any further recommendations, comments, and criticisms?

READING CHECKLIST

A. Through interview

1. How are specialists used - consultant, supplementary to do actual teaching, remedial, master lesson, other?

2. How do specialists coordinate with classroom teachers?

3. Do specialists work with entire class, small groups, individuals (if groups, how are the pupils grouped)?

B. Through interview plus observation

1. What is approach to reading-phonic, sight, combination, etc.?

2. What types of books are used - texts, supplementary readers, trade-books?

3. Is recreational reading encouraged? How?

C. Through observation

1. Classroom climate under reading specialists-permissive, authoritarian

2. Any work done on vocabulary building? How?

3. Any interpretation of sentences, especially compound, complex, inverted?

4. Do factual questions find out if children understand main idea of a paragraph or of a selection? Are factual questions geared only to details?

5. Are critical thinking questions asked for pupils to interpret beyond what is actually stated?

Note: On original questionnaire, questions calling for extended comments allowed considerably more space than is shown here.

6. Are critical thinking questions asked so that pupils will evaluate what they are reading?

7. Are pupils given practice in locating material in the index, table of contents, glossary, etc?

8. Are they being given practice in skimming to locate information?

9. Are pupils being taught phonics? Syllabication? Structural analysis of words?

10. Is reading silent or oral? For what purposes are pupils reading orally?

11. Are study skills being taught-note taking, outlining, reading charts and maps?

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, New York 10036

Evaluation Project Teacher Interview - ESEA Title I

IMPROVED EDUCATIONAL SERVICES IN SELECTED PUBLIC SCHOOLS

I. General Information

A. Name (optional) Mr. / Mrs. / Miss _____

B. Sex: Male _____ Female _____

C. License held: Regular _____ Substitute _____ Special _____ Other _____

D. Subject Area of License _____

E. Position: Full time _____ Part time _____

F. Years of teaching experience in art/music _____ Other subjects fields _____

G. Level of experience: Nursery _____
Elementary _____
Secondary _____
System wide _____

H. Grade normally taught _____

I. Are you an active participant in your field? Yes _____ No _____

If "Yes" Music: Composer _____
Play an instrument professionally _____
Play an instrument privately _____
Hold classes privately _____
Give individual lessons _____
Other _____

Art: Exhibit work professionally _____
Hold classes privately _____
Paint, sculpt, etc., at home, professionally _____
Paint, sculpt, etc., privately _____
Other _____

II. Program

A. In which program are you participating:

Art____Music____Other____

B. Days offered: Mon.____Tues.____Wed.____Thurs.____Fri.____

C. Hours____

D. School: Name_____

Address_____

Telephone_____

E. Number of sections you are teaching in the Program_____

F. Number of children registered in all sections you are teaching_____

G. Grade levels taught by you_____

H. Age range in your classes_____

III. Conditions of Classroom and Equipment

A. Did you find the classroom attractive? (Indicate your perception of attractiveness or unattractiveness on the scale below.)

Very Unattractive	Could be Improved	Passable	Quite Adequate	Very Attractive

Please explain your reason for this rating._____

_____

_____

_____

_____

B. Were classroom fixtures (desks, lighting, etc.) appropriate for teaching music/art?

Very Inappropriate	Adequate	Very Appropriate

If fixtures were inadequate, which were the least appropriate?

_____

_____

_____

_____

C. Was there adequate storage space for materials and student projects?

Inadequate	Adequate	Well Provided

Please explain._____

_____

_____

_____

_____

D. Which materials, books, equipment, instruments were <u>not</u> available for the proper conduct of the Program?

_____

_____

_____

_____

E. Which materials, books, equipment, or instruments did you bring, construct, or borrow?

_____

_____

_____

_____

_____

IV. Evaluation

A. Have you had any special background in dealing with disadvantaged children?

B. Do you believe that the content of the Program was beneficial for the disadvantaged children?

Not Beneficial ——— Very Beneficial

Please give the reasons for your estimation of the benefit or lack of benefit for disadvantaged children. _____

_____

_____

_____

_____

C. What is your general impression of the group motivation?

Indifference ——— Occasionally Motivated ——— Highly Motivated

Please explain. _____

_____

_____

_____

D. Do you find any discernable difference in developing motivation with disadvantaged children as opposed to children more culturally advantaged? How does this apply to your area? Music/art

E. Do you feel that the children have developed specific attitudes toward art/music as a result of this Program?

Negative ——— Ambivalent ——— Positive

Please explain. _____

_____

_____

F. Do you believe that this special Program helps the children express themselves creatively?

Please explain. (You may wish to cite some incident which is pertinent to demonstration of creativity.)

_____

_____

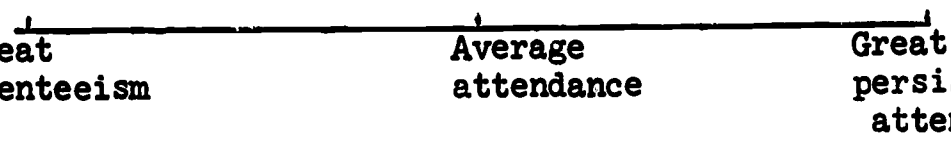
_____

_____

G. Have any special activities in music/art been more successful than other activities in developing and sustaining motivation and growth on the part of these children?

H. Has music/art succeeded in interesting these children in school activities where other areas have failed to develop such interest?

I. Do you have any attendance problems?



J. Are there any activities or outcomes of this special Program which you would like to share with other teachers in the Program?

_____

_____

_____

_____

V. Recommendations and Comments

A. Do you have any recommendations which you believe would improve future programs?

1. Administrative._____

_____

_____

2. Curricula._____

3. Physical facilities._____

4. Equipment._____

5. Other_____

B. Comments and criticisms. (Were the objectives of the Program made clear to you during the briefing? Were there any conflicting expectations?)

CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Title I Evaluation

MUSIC

I. PHYSICAL SITUATION AND LIMITATIONS

NAME OF SCHOOL_____ BOROUGH_____ DATE_____

ADDRESS_____ TELEPHONE_____

TEACHER_____ GRADE(S)_____

OBSERVER_____ TIME_____

NO. OF STUDENTS_____ AGE RANGE_____

METHOD OF GROUPING_____

MEETINGS PER WEEK_____ LENGTH:_____

NO. OF DIFFERENT CLASSES_____ TOTAL NO. OF STUDENTS SERVICED_____

TOTAL ENROLLMENT OF SCHOOL_____

NO. OF MUSIC TEACHERS IN SCHOOL_____

PROGRAM IN OPERATION LAST YEAR?_____

FACILITIES:

(Circle One) Scale:	Missing 0	Improvement needed 1	Adequate 2	Good 3	Excellent 4
1. Room size					0 1 2 3 4
2. Room arrangement					0 1 2 3 4
3. Storage					0 1 2 3 4
4. Piano (and other accompanying instruments--autoharp)					0 1 2 3 4
5. Rhythm band instruments					0 1 2 3 4
6. Simple melody instruments (flutophone)					0 1 2 3 4
7. Current song books available to children					0 1 2 3 4
8. Teachers' Manuals					0 1 2 3 4
9. Instrumental Program (Orchestra and band instruments)					0 1 2 3 4
10. Phonograph					0 1 2 3 4

FACILITIES AND EQUIPMENT (Continued)

11. Recordings available (Teachers' guides?)	0 1 2 3 4
12. Supplementary materials available to children (Books on music history, composers, instruments, etc)	0 1 2 3 4
13. Music manuscript paper	0 1 2 3 4
14. Music stands	0 1 2 3 4
15. Tape recorder	0 1 2 3 4
16. Bulletin Boards and music charts (displays)	0 1 2 3 4
17. Lined blackboard or staff-liner	0 1 2 3 4
18. Facilities and equipment used effectively	0 1 2 3 4

II. CONTENT (Stated or apparent objectives)

SKILLS

1. Listening	0 1 2 3 4
2. Singing	0 1 2 3 4
3. Playing	0 1 2 3 4
4. Moving (Rhythm)	0 1 2 3 4
5. Creating	0 1 2 3 4
6. Reading	0 1 2 3 4

LITERATURE

1. Listening program	0 1 2 3 4
2. Understandings stressed	0 1 2 3 4
3. Variety of songs performed and played	0 1 2 3 4
4. Suitable to children's needs and interests	0 1 2 3 4

CONCEPTS

1. Melody	0 1 2 3 4
2. Rhythm	0 1 2 3 4
3. Harmony	0 1 2 3 4
4. Form	0 1 2 3 4
5. Expression	0 1 2 3 4
6. Style	0 1 2 3 4

III. EXPERIENCES

TEACHER METHODS

1. Provides varied group experiences	0 1 2 3 4
2. Provides individual attention	0 1 2 3 4
3. Lecture	0 1 2 3 4
4. Discussion	0 1 2 3 4
5. Problem solving	0 1 2 3 4
6. Imaginative use of facilities and materials	0 1 2 3 4
7. Encourages outside exploration	0 1 2 3 4
8. Student-initiated activities	0 1 2 3 4
9. Creative approach to content and materials	0 1 2 3 4
10. Pace flexible to student interests and needs	0 1 2 3 4
11. Sufficient variety of content and activities	0 1 2 3 4
12. Logical sequence	0 1 2 3 4
13. Objectives are formulated and are realistic enough to be achieved	0 1 2 3 4
14. Effective use of piano	0 1 2 3 4
15. Activities derived from the music	0 1 2 3 4
16. Musical content is structured	0 1 2 3 4

STUDENT ACTIVITIES

Listening

1. Listening experiences permeate the program and are directed and structured	0 1 2 3 4
2. Understandings are developed of form, melody, harmony, rhythm, and style.	0 1 2 3 4
3. Children learn to listen to themselves while performing to develop sensitivity to their own musicality	0 1 2 3 4
4. Exposure to and understanding of great works of music leading to appreciation	0 1 2 3 4

STUDENT ACTIVITIES (Continued)

Singing	5. Varied singing activities (including folk & art songs)	0 1 2 3 4
	6. Part-singing (Advanced elementary levels)	0 1 2 3 4
	7. Glee club or choir for students of special talent or interests	0 1 2 3 4
	8. Well-planned singing activities at assemblies and special programs	0 1 2 3 4
	9. Techniques of good singing---striving for singing in tune with good tone and breath control, diction, etc.	0 1 2 3 4
Playing	10. Use of simple melody instruments	0 1 2 3 4
	11. Instrumental ensemble(s)	0 1 2 3 4
MOVING (Rhythm)	12. Use of rhythm instruments	0 1 2 3 4
	13. Variety of rhythmic experiences	0 1 2 3 4
Creating	14. Creative experiences in which children express originality or initiative	0 1 2 3 4
	15. Children create own melodies	0 1 2 3 4
	16. Children improvise own rhythms	0 1 2 3 4
Reading	17. Instruction includes acivities building reading skills (notation, dynamics, etc.)	0 1 2 3 4
	18. Reading activities integrated with listening and performing	0 1 2 3 4
	19. Opportunities provided for reading from music score (skeletal scores, vocal scores, etc.)	0 1 2 3 4
	20. Field trips	0 1 2 3 4
	21. Discussion	0 1 2 3 4
	22. Literature	0 1 2 3 4
	23. Group activities	0 1 2 3 4
	24. Opportunities for individual performance and use of special talents	0 1 2 3 4
	25. All areas receive coverage through variety of activities during each class meeting	0 1 2 3 4

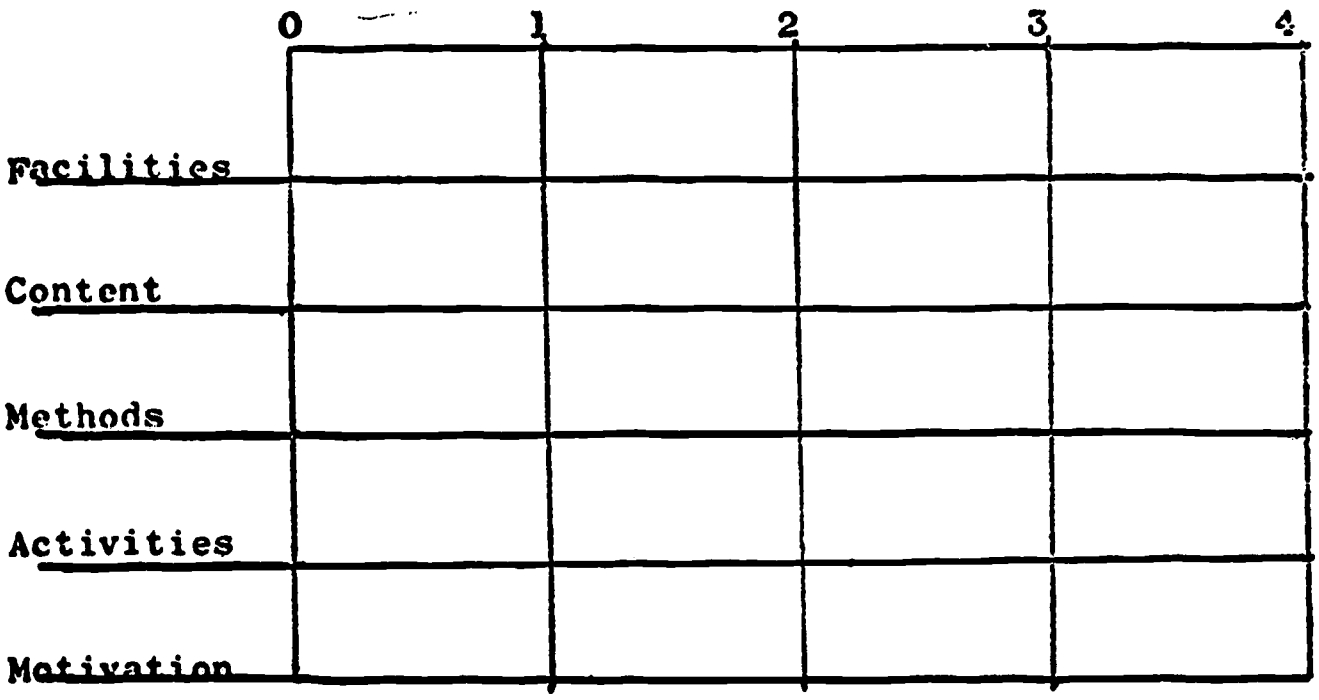
V. MOTIVATION

1. Eagerness of students to participate in activities	0	1	2	3	4
2. Comprehension of materials	0	1	2	3	4
3. Attention of students during activities	0	1	2	3	4
4. Amount of direct discipline required by teacher	0	1	2	3	4
5. Relevance of lesson to student interests	0	1	2	3	4
6. Relevance of lesson to student needs	0	1	2	3	4
7. Desire to continue music activities outside class and share experiences at home	0	1	2	3	4
8. Self-evaluation on part of students	0	1	2	3	4
9. Estimate on part of observer of degree of student motivation	0	1	2	3	4

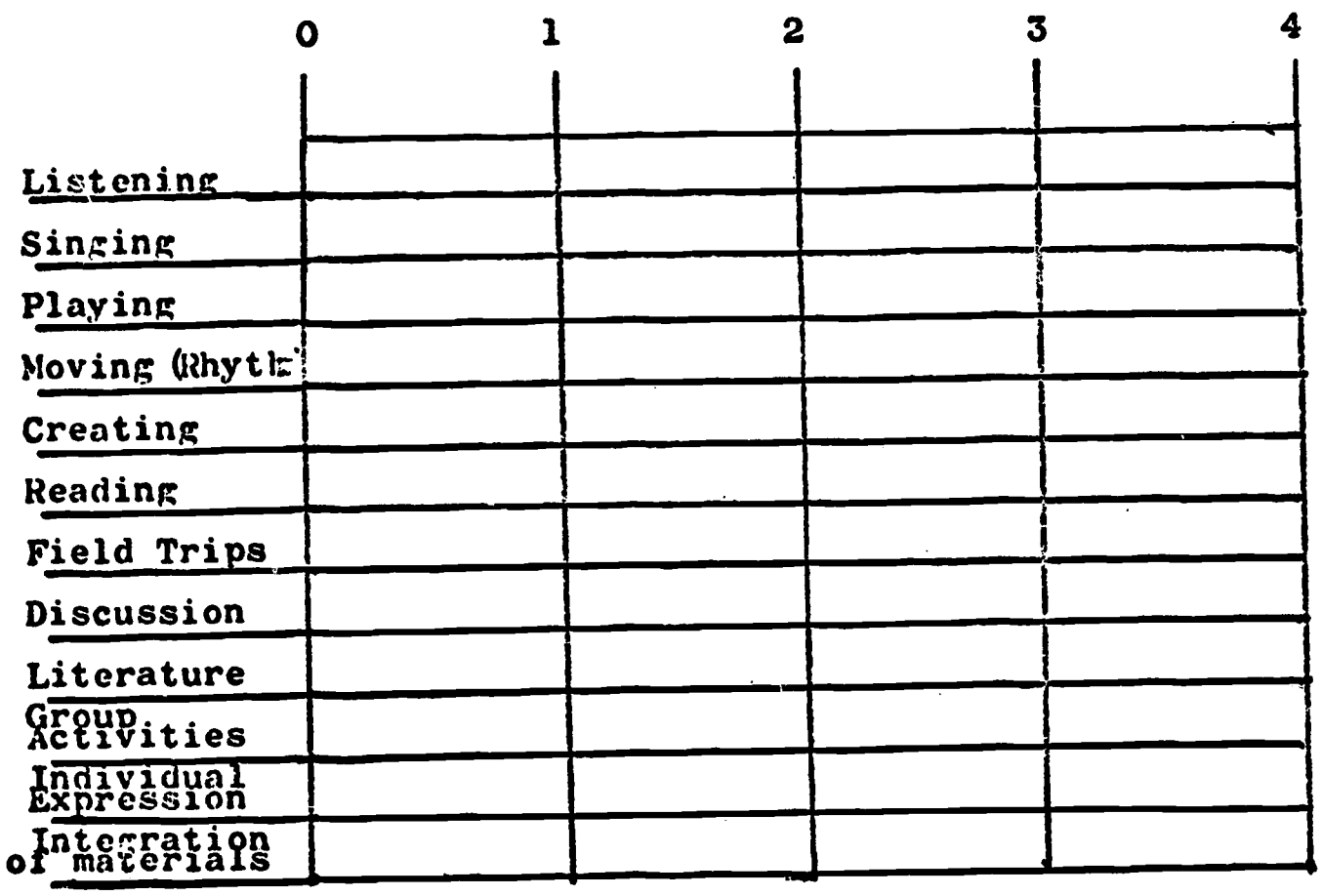
B20

SUMMARY SCALES

I. GENERAL



II. MUSIC ACTIVITIES



SCALE:

0	1	2	3	4
Missing	Improvement needed	Adequate	Good	Excellent

APPENDIX C

IMPROVED EDUCATIONAL SERVICES IN SELECTED SPECIAL SERVICE ELEMENTARY AND JUNIOR HIGH SCHOOLS

Staff List

Dr. Carl R. Steinhoff, Evaluation Chairman
Assistant Professor
Division of Teacher Education
Office of Research & Evaluation
City University of New York
Specialist: research in
educational administration

Dr. Arnold Buchheimer
Professor of Education
The City University of New York

Mrs. Naomi Barnett Buchheimer
Consulting Editor
Children's Books
Putnam; Consulting Editor
School Curricula
MacMillan

Mr. John V. Gilbert
doctoral candidate at
Teachers College
Columbia University

Mr. Stewart D. Kranz
doctoral candidate of Fine
Arts and Fine Arts for College Teaching
Assistant Coordinator of Student Teaching
Columbia University--Teachers College

Miss Joan Marie Shea
doctoral candidate
Department of Guidance and Student
Personnel Administration
Assistant Professor of Education
Brooklyn College

Mrs. Inez Tedaldi Sala
Lecturer, Guidance Laboratory
City University of New York